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ABSTRACT

In 2000 and 2001, the Team Pennsylvania Workforce Investment Board (Team PA WIB) and its partners worked jointly to address Pennsylvania's workforce needs and respond to the need of its customers through new initiatives, new partnerships, and new strategies. The Team PA WIB and its partners continued implementation of the state's vision to create and maintain highly skilled and knowledgeable workers by providing a system of services based on the following building blocks: (1) shared responsibility for improved performance; (2) a continuum of services for jobseekers and employers; (3) informed customer choice; (4) fact-based decision making through enhanced employment statistics and accountability; and (5) lifelong learning through continuous acquisition of skill enhancements and knowledge. Staff from multiple state agencies jointly developed planning guidelines and donated resources to assist 22 local WIBs. As of February 2001, more than 41 chartered CareerLink sites across Pennsylvania were using a state-of-the-art delivery system to provide a seamless system of services to jobseekers and employers. As of January 2002, Pennsylvania had 839 training providers offering a total of 6,681 state-certified courses/programs of study, and 5,093 individual training accounts had been issued for jobseekers. (The following items are appended: list of Team PA WIB members, a timeline of workforce investment in Pennsylvania, and 14 tables.) (MN)

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ED 475 149

ANNUAL REPORT

IMPLEMENTING PENNSYLVANIA'S PLAN FOR A UNIFIED WORKFORCE SYSTEM

State of Pennsylvania
Submitted: February 1, 2002

Johnny Butler, Secretary
PA Department of Labor and Industry

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Workforce development is fundamental to the economic vision and vitality of the Commonwealth. In this era of new and rapidly changing technologies and the

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globalization of the marketplace, we must have skilled workers to help Pennsylvania's businesses maintain their competitive edge.

Fostering this skilled and dynamic workforce has been the mission of the Team Pennsylvania Workforce Investment Board. Prior to passage of the federal Workforce Investment Act of 1998, Pennsylvania was already focused on efforts to restructure the workforce system to enable it to be more responsive to employers and jobseekers.

The Team PA WIB together with its partners – the Departments of Aging, Community & Economic Development, Education, Labor & Industry, and Public Welfare – have made great strides toward achieving the mission. Pennsylvania's new workforce system is responding to the needs of its customers through new initiatives, new partnerships, and new strategies. Our message is clear – Pennsylvania is open for business.

Our annual report reflects the collaborative actions taken by the Team PA WIB and the agency partners to address the Commonwealth's workforce needs. We welcome your comments and suggestions for this report and your participation in our continuing efforts to make Pennsylvania a "leader among states, a competitor among nations."

Johnny Butler
Vice Chair, Team PA Workforce Investment Board
Secretary, Department of Labor & Industry

EXECUTIVE SUMMARY

Pennsylvania envisioned a new workforce system and highly skilled and knowledgeable workers long before the passage of the federal Workforce Investment Act (WIA) in 1998. The Commonwealth's vision, as expressed by the Team Pennsylvania Workforce Investment Board, "*will be obtained through a systematic and sustainable plan for workforce and economic development, one that is based on facts, customer needs and market-based allocations of resources to meet regional and local requirements.*"

The Team Pennsylvania Workforce Investment Board has strived with its partners – the Departments of Aging, Community and Economic Development, Education, Labor and Industry, Public Welfare – to attain its vision while ensuring the quality and responsiveness of the workforce system. This new system is visible in the strong network of CareerLink sites across the state anchored by the web-based system that allows all residents access to employment opportunities and also allows employers to be able to find qualified workers at the click of a mouse. The state also has 22 local workforce investment boards (WIBs) that have engaged in strategic planning activities and are now working to implement those plans. Further, the Commonwealth has agency partners that are willing to address issues in a cooperative and collaborative approach resulting in a host of unique initiatives.

The foundation of the Board's efforts has been the five building blocks identified in Pennsylvania's Unified Plan for Workforce Investment which outlines Pennsylvania's approach to workforce investment. These building blocks are the fundamental principles guiding our efforts and they are visible in all that we do. The building blocks are:

- Shared responsibility for improved performance;
- Continuum of services for jobseekers and employers;
- Informed customer choice;
- Fact-based decision making through enhanced employment statistics and accountability; and
- Lifelong learning through continuous acquisition of skill enhancements and knowledge.

We demonstrate, through this report, that Pennsylvania's approach to building this new workforce system is changing the way people think, changing behaviors, and creating new partnerships.

Building Block #1: Shared Responsibility for Improved Performance

Early on in the transition from the service delivery areas and private industry councils under the former Job Training Partnership Act (JTPA) to the new Workforce Investment Boards under the WIA, the Team PA WIB wished to create a network of local WIBs that were guided by strong business leaders and approached workforce issues more broadly, strategically, and in a community oriented manner than that prescribed by the federal WIA. In order to do so, Pennsylvania distanced itself from other states by deciding to separate strategic planning from operational planning.

Pennsylvania assisted its 22 local WIBs in the development of a comprehensive strategic plan by creating guidelines that stressed strong connections to resource mapping, state of the workforce

knowledge, and engaging the business community. Staff from multiple state agencies (Labor & Industry, Community & Economic Development, Education, Public Welfare, and Aging) shared their expertise in the development of planning guidelines and donated resources to assist the local WIBs in this initial planning effort.

Through a number of initiatives of the Team PA WIB and agency partners, the Commonwealth is supporting the local WIBs by encouraging innovation and quality. Several agency partner initiatives are advancing the needs of employers and creating opportunities for the skilled workers sought by Pennsylvania employers.

Building Block #2: Continuum of Service for Jobseekers and Employers

Fundamental to the development of Pennsylvania's one-stop system was the belief that the delivery of workforce services is to be provided through a seamless integrated system to ensure greater performance and accountability through system-wide measures. Team Pennsylvania CareerLink is this system. All customers, both jobseekers and employers, are being served through this state-of-the-art delivery system that capitalizes on the efficient use of the latest technology and effective services provided by cross-trained, responsive customer service teams conveniently located at CareerLink sites across the Commonwealth.

To date, more than 41 chartered sites are in operation across the Commonwealth. Additional sites are expected to be fully operational throughout the year. The intent is that access to services at a physical CareerLink site be within relatively easy commuting distance for all Pennsylvanians. Within these 41 sites, 18 funding streams are represented.

The Team PA WIB views quality assurance and oversight of the CareerLink system as a shared responsibility with the local WIBs. In striving to ensure the delivery of high quality services within the CareerLink system, the Team PA WIB not only set minimum standards using the Baldrige framework for CareerLink sites, but also set in place an on-going quality assurance process.

It is not only the efforts of the Team PA WIB that have led to the success of CareerLink. The Department of Labor and Industry continually seeks to make improvement and quality of services a top priority for the CareerLink system. The CareerLink Bureau, the Team PA WIB, and other agency partners work cooperatively to achieve results. Over the course of the last several years, the CareerLink Bureau has set in place a number of efforts to improve the system including a Baldrige-based Recognition Award, a state-of-the-art operating system, and a customer satisfaction process across all CareerLink sites. Accessibility to CareerLink for all Pennsylvanians has also been a priority for the agencies and the Team PA WIB. Our response to accessibility is unmatched in the country and we accomplish this through an Accessibility Action Plan developed with the cooperation of groups representing individuals with disabilities.

Partner agencies are also playing a dynamic role in providing this continuum of services to jobseekers and employers. Through a host of initiatives, agencies are approaching their role in a collaborative way with diverse and numerous resources.

Building Block #3: Informed Customer Choice

From the earliest stages, Pennsylvania's vision for the workforce system was driven by a strong desire for customers to be able to make decisions based on usable, reliable and timely information. The three components that lead to good decision making by customers are: certification of eligible training courses/programs of study, consumer reports, and individual training accounts or ITAs.

Pennsylvania's approach to the statewide list of eligible training programs/ providers has been to ensure the information is readily available to all. In order to do so, a module of the CareerLink system was developed. The Bureau of Workforce Investment (BWI) develops and deals with this module. Individuals can browse the list and select a course of study at a training institution of their choice. Through the same system, training providers are also able to electronically submit their applications directly to the local WIBs for review and to have training programs certified for inclusion on the statewide training program/provider system. As of January 2002, there are 839 training providers with a total of 6,681 state-certified courses/programs of study appearing on the statewide list.

The use of individual training accounts is another means to the customer driven approach. As of January 2002, a total of 5,093 ITAs were issued for the period January 2000 – June 2001. Training options selected by these individuals included, but were not limited to, information technology (computer-related) occupations, truck driving, health field occupations, clerical positions, welding, basic machining technology and heating ventilation/air conditioning occupations.

In addition to the tools for informed customer choice, the Team PA WIB and the agency partners are undertaking a number of other initiatives that will lead to improved information for customers. Projects such as resource mapping and informational materials for employers to understand the benefits of hiring job-ready welfare clients from the future CareerLink eLearning Institute will provide more opportunities for fostering the skilled workforce of the future.

Building Block # 4: Fact-Based Decision Making Through Enhanced Employment Statistics and Accountability

The Team PA WIB believes it necessary that all "customers" have access to accurate labor market information. Different customers – local WIBs, CareerLinks, jobseekers, and employers – are in need of different kinds of information, whether it be for local strategic planning or future career opportunities. Pennsylvania has been aggressive in its approach to making labor market information readily available for any number of uses.

Representatives from the five partnering state agencies, local WIBs, and other associations work together to accomplish this mission. Examples of this cooperation include the development of system-wide performance indicators for workforce development, the design of regional strategic planning guidelines, and the sponsoring of multiple workshops to better educate users of labor market information.

Building Block #5: Lifelong Learning through Continuous Acquisition of Skill Enhancements and Knowledge

The Team PA WIB wants all Pennsylvanians to be prepared for the ever-changing world of work. The development of a strategic action agenda to promote skill and knowledge acquisition among all residents of the Commonwealth continues to be a priority for the Team PA WIB. Five initial objectives were selected and broken down into action strategies, which were delegated to the Team PA WIB's committees and partnering state agencies. Implementation of the plan is beginning and development of a longer range plan is underway.

In addition to these efforts, the Team PA WIB has focused much attention on the challenges and opportunities for Pennsylvania's youth. Since the passage of the WIA, the Team PA WIB has worked closely with its partner agencies, specifically the Departments of Education, Labor and Industry, and Public Welfare to address issues facing the Commonwealth's youth.

An important component of the Commonwealth's workforce development strategy, particularly for youth, is the recognition that all students need a rigorous academic background to succeed in the 21st-century global economy. Towards that end, the Commonwealth has made historic investments in support of local school districts, in technology initiatives in our schools, in raising teacher and student standards and school achievement, in improving higher education, and in increasing literacy. The total investment in education in our Commonwealth exceeds $6 billion annually.

The Pennsylvania Approach

In 1998, the Team Pennsylvania Workforce Investment Board (Team PA WIB) embarked on a collaborative process to develop a comprehensive workforce system in the Commonwealth. This collaborative process resulted in a number of significant accomplishments including the development of the state's Unified Plan, a Title I Policy Paper, a Youth Policy Position Paper, and other directives and policies. Stakeholders representing business, local workforce investment boards, training providers, one-stop operators, educators, and others participated in these activities.

Since these initial collaborative efforts, the Team PA WIB has been working to not only build the workforce system with its partners – the Departments of Aging, Community and Economic Development, Education, Labor and Industry, and Public Welfare – but to ensure its quality and responsiveness. Pennsylvania has a strong network of CareerLink sites across the state anchored by the web-based system that allows all residents access to employment opportunities. The state also has 22 local workforce investment boards (WIBs) that have engaged in strategic planning activities and are now working to implement those plans. Further, the Commonwealth has agency partners that are willing to address issues in a cooperative and collaborative approach resulting in a host of unique initiatives.

What does all of this say about Pennsylvania's approach to workforce development? Pennsylvania is making great strides toward the vision established by the Team PA WIB in the Unified Plan for Workforce Development. That vision is:

> *Pennsylvania is a leader among states, and a competitor among nations due to the breadth and expertise of its knowledgeable, skilled, engaged and flexible workforce. The workforce that fueled the Industrial Revolution of the 20th Century will fuel the Knowledge Economy in the next millennium. Pennsylvania will be perceived as a destination of choice – a desirable place to invest, live, work, raise a family and visit.*
>
> *Our vision will be obtained through a systematic and sustainable plan for workforce and economic development, one that is based on facts, customer needs and market-based allocations of resources to meet regional and local requirements. All customers, both job seekers and employers, will be served through a state of the art delivery system that capitalizes on the efficient use of the latest technology and effective services provided by cross trained, responsive customer service teams conveniently located in communities across the Commonwealth. The workforce development system of Pennsylvania will serve as a model for other states and countries, due to its simplicity of use, and its ability to foster economic prosperity.*

Structurally, the Team PA WIB has established several standing committees to aid in its work. These Committees and their broad missions are outlined below. Private sector members of the Team PA WIB chair the committees, but membership is not limited to the Team PA WIB members. The work of the Committees focuses on strategic activities in support of the mission of the Board. All Committees develop recommendations for consideration by the Team PA WIB at its quarterly meetings.

Communications and Marketing Committee:
The Communications and Marketing Committee is responsible for relaying the message of the Board to employers, civic agencies, and educators throughout the Commonwealth as well as elected officials and members of the General Assembly. The Committee also works in conjunction with the Team PA CareerLink Bureau in those marketing efforts. The Committee will create a strategy for communication of Best Practices and dissemination of this information to assist in Pennsylvania's workforce efforts.

Employment Statistics Committee:
The Employment Statistics Committee is responsible for ensuring that Pennsylvania's labor market information is communicated effectively to jobseekers, parents, students, educators, guidance counselors, and new, expanding, and existing businesses. This committee will assume the advisory responsibilities of the Pennsylvania Occupational Information Coordinating Committee and will work closely with the regional representatives appointed to provide technical input to the Center for Workforce Information and Analysis at the Department of Labor and Industry. The Committee will also advise on the development of new labor market information and its application to advance both individual career decision-making and business development in the Commonwealth; and to seek customer input to provide continuous process improvement for the state's Employment Statistics system.

Incumbent Worker Committee:
The Incumbent Worker Committee is charged with developing an incumbent worker strategy for Pennsylvania. The Committee will provide leadership on incumbent worker issues throughout the Commonwealth's workforce development system. Further, the Committee will act in a technical assistance capacity on incumbent worker issues to local WIBs and increase the Commonwealth's ability to support incumbent worker training.

Quality Standards Committee:
The Quality Standards Committee is responsible for approving the standards that are being used to determine chartering of Team PA CareerLink sites. The Committee also oversees quality assurance for the CareerLink system and specific sites consistent with the state plan. In addition, the Committee certifies and recertifies local WIBs, develops criteria for local WIB quality, and makes recommendations on local workforce investment area designations to the Team PA WIB the and Governor.

State Youth Council:
The mission of the State Youth Council is to accelerate the development of effective local Youth Councils and to enable them to establish and promote high quality workforce development policies and practices for area WIA eligible youth at the direction of their local WIB.

Strategic Planning Committee:
The Strategic Planning Committee is responsible for developing a strategic action plan that supports economic development through focused investment in workforce development. The Committee will recommend to the Board the adoption of the plan and its implementation.

Through the Board's Committees, more than 150 individuals from various sectors of business, government, education, and unions participate. This unprecedented level of stakeholder participation is not new to the Team PA WIB. From the development of the initial Unified Plan to local WIB strategic planning to a community engagement pilot project, the Team PA WIB has made exhaustive efforts to involve Pennsylvanians in the continuous improvement of our workforce system. Additional information on these efforts will be provided later in the report, but these efforts to engage diverse groups in identifying our workforce needs and recommending solutions has led to a stronger roadmap to Pennsylvania's future success.

The foundation of the Board's efforts has been the five building blocks for Pennsylvania's approach to workforce investment. In 1998, the Team PA WIB identified the five building blocks and outlined them in the initial Unified Plan. The building blocks are:

- Shared responsibility for improved performance;
- Continuum of services for jobseekers and employers;
- Informed customer choice;
- Fact-based decision making through enhanced employment statistics and accountability; and
- Lifelong learning through continuous acquisition of skill enhancements and knowledge.

Since the initial communication of these building blocks in the Unified Workforce Investment Plan, Pennsylvania has moved aggressively toward a new workforce system and toward implementation of the federal Workforce Investment Act (WIA). While the core foundation and fundamentals of each of the blocks remains the same, more practical strategies for their achievement have been devised from that which was identified in the Unified Plan.

The building blocks are not agency, program, or provider specific. Rather, they are a universal and collaborative approach to building and improving Pennsylvania's system. Throughout this report, you will note the role of the Team PA WIB and its agency partners in this new system and how we are working as a "unified" team in meeting the challenges of the new economy and the new "worker".

Building Block #1: Shared Responsibility for Improved Performance

While the federal Workforce Investment Act (WIA) cleared the way for states to move toward a more progressive and responsive workforce system, Pennsylvania had already been making strides toward doing so. Agency partners were being drawn together prior to passage of the federal law to coordinate and integrate their strategies for addressing the Commonwealth's workforce needs. The collaborative approach was being designed to be responsive to the needs of all.

Upon passage of the WIA, Pennsylvania viewed this as an even greater opportunity to move toward a comprehensive system. Immediately, the Team PA WIB was called into action to begin to form the basis for the Commonwealth's plan. Early on in the transition from the service delivery areas and private industry councils under the former Job Training Partnership Act to the new Workforce Investment Boards under the WIA, the Team PA WIB strived to be inclusive of the local areas by involving them in developing the vision for local Boards.

From those initial efforts to develop that vision, which was put forth as part of the original Unified Plan, Pennsylvania distanced itself from other states by deciding to separate strategic planning from operational planning. The logic was that an operational plan details how a strategic plan will be implemented. Pennsylvania assisted its 22 local workforce investment boards (WIBs) in the development of comprehensive strategic plans by creating guidelines that stressed strong connections to both economic and community development. Staff from multiple state agencies (Labor and Industry, Community and Economic Development, Education, Public Welfare, and Aging) shared their expertise in the development of planning guidelines, plan evaluation criteria, and evaluation of their respective policies in light of findings from these plans. Additionally, financial resources were donated from these agencies through the Team PA WIB to assist local WIBs in offsetting planning costs. Resources were also offered to local WIBs in the form of technical assistance.

The fruits of this initiative are still being gathered. New debate within the local WIBs has ensued over what economic sectors the communities may want to focus on to generate maximum economic growth. Communities are making tough decisions and, for the first time, these decisions are being made as a community and not by isolated groups. A secondary benefit of local strategic planning is that state agencies are better able to measure the impact their policies have on local WIBs via the issues raised in these plans. Further, local WIBs are required to provide an annual report to the Team PA WIB on the progress in implementing their strategic plans.

The Team PA WIB has continued to offer technical assistance to the local WIBs to aid not only in the development of their strategic plans but also to implement the plans, address administrative issues, provide staff development to the WIB staff, Board leadership and development, and engage the community in planning. In 2000 and 2001, technical assistance was provided to 15 of the 22 local WIBs. A team of consultants provided the technical assistance to the local WIBs through the Team PA WIB with generous support from the Department of Labor and Industry. Team PA WIB staff has also been available to meet with local WIBs and staff to discuss issues.

In addition to the Team PA WIB's efforts to maintain a positive partnership with the local WIBs, the Board strives to be inclusive of all stakeholders within its Committee structure. The Committee structure, which was previously discussed, includes participation from local WIB staff and agency staff. As you will note throughout this report, the agencies bring resources, innovation, and information to their partnership with the Team PA WIB.

Employment and Education Connection

The Blair County CareerLink wanted to address plant closures and layoffs in their area. They needed to register all the job seekers that suddenly found themselves without employment. They needed to determine what services would be required, and how to deliver them for each individual and connect them with employers that had potential job openings.

The CareerLink manager met with the Rapid Response Unit, the Bureau of Employee an Career Services (BECS), Goodwill Industries, Southern Alleghenies Planning & Development Corporation (SAP&DC), Greater Altoona Career & Technology Center (GACTC) and the Blair Chamber of Commerce to create a plan. They agreed on havin an expanded job fair, much more service oriented than a traditional job fair, and coined it "The Employment and Education Connection". The CareerLink partnered with the Altoon Blair County Development Corporation, Greater Altoona Career & Technology Center, an the Blair Chamber of Commerce to recruit regional businesses to participate in the job fair as employer presenters. They also coordinated the advertising, did mailings and contacte employers and agencies to request their participation.

The job fair was held at the Greater Altoona Career and Technology Center. It consisted of traditional job fair activities, with employers accepting resumes and answering questions about their business. Every 30 minutes breakout sessions were conducted wit employer speakers available to answer career questions. Orientation and mass enrollments into the CareerLink system were conducted in the GACTC computer lab room. Staff representing BECS, Goodwill, SAP&DC, GACTC, and other partners conducted the orientation and enrollment. Additional sessions conducted by CareerLink partners included information on training and a specific focus on interviewing skills, resume' writing, and starting your own business. Each customer was given a plastic bag with the CareerLink logo emblazoned on it to keep their literature in and a note pad and pen.

Employers were offered rooms at no charge at the GACTC to conduct employment interviews. SHEETZ, a CareerLink employer, provided complimentary sandwiches and soft drinks to employer presenters and event staff. Exit surveys, which included question such as "would you recommend this to a friend" and "would you attend this event if offere again", indicated a high level of satisfaction with the Employment and Education Connection. Estimated attendance was 1,000 customers.

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Initiatives:

Incumbent Worker Challenge Grants

The Pennsylvania Department of Labor and Industry made funding available to the Team PA WIB through its Incumbent Worker Committee, to afford local workforce investment boards the opportunity to receive awards, on a competitive basis, to support innovative and collaborative projects that lead to successful direct services and building capacity to enable individuals to obtain and retain family-sustaining jobs in the Pennsylvania economy. Seven grants were awarded covering ten workforce investment areas for the 2001-2002 Program Year. Members of the group charged with evaluation of these projects consist of private sector Committee members, a representative from the Department of Labor and Industry, Community and Economic Development, and the Team PA WIB staff. This challenge grant opportunity is planned for continuation during the next program year with the continued support of the agencies.

Projects and activities of the local boards awarded funding range from a ten-county health care industry media campaign/ training project to addressing training needs and developing curricula for regional employer consortiums in a northern six-county region. One project is based on a partnership with a local community college in the development and implementation of a full curriculum that addresses a broad scope of education and skills needs for heating, ventilation, air conditioning, and refrigeration installation and service technology, and the development of a recruitment strategy and process for first year secondary level apprentices. Successful completers of this training will receive a Certificate of Proficiency awarding them a minimum of 24 college credits. Another project consists of intensive customer service-related training to frontline personnel in the hospitality and tourism industries.

Youth Challenge Grants

The State Youth Council of the Team PA WIB was able to distribute $5 million to 17 local WIBs/youth councils on a competitive basis in the form of challenge grants for those WIBs/councils who could design innovative and collaborative projects to serve a broader youth segment in their local communities. The $5 million is part of $15 million in TANF funds (Temporary Assistance for Needy Families) received from the Pennsylvania Department of Public Welfare (DPW). DPW expanded the eligibility of these dollars and made the funds available to the Team PA WIB to assist the State Youth Council in fostering new and creative ideas at the local level in direct services to Pennsylvania's children. The remaining $10 million in TANF funds were distributed to the local workforce investment areas by formula allocation. Members of the team that developed the challenge grant process and guidelines consisted of private sector State Youth Council members and representatives of the Pennsylvania Departments of Welfare, Education, and Labor and Industry. Future funding is anticipated for 2002. The process and guidelines for the competitive awards are being reviewed for possible expansion of criteria necessary to receive funding.

Examples of projects awarded through these challenge grants are as follows:

- An after school program introducing youth (ages 8 to 13) to ethnic history and heritage of their region in an effort to promote an understanding and appreciation of their cultural,

racial and even physical differences, thereby improving peer relations and team building and decreasing in-school violence.

- A partnership involving a local WIB, two state universities, and two local school districts, working together with elementary and middle school students in an after-school program that offers academic and life skills assistance to children by helping them to develop sound academic skills and positive values and behaviors.

- An aggressive program that focuses on exposing all students to demand occupations through experiential learning integrated into math, science and English curriculum and delivered by local employers in order to increase awareness of skills necessary to retain qualified workers.

Stay Invent the Future Initiative

The primary goal of this initiative is to attract talented young people to Pennsylvania and to retain the state's talented young people. The talent level of a regional workforce is a critical decision in business location decisions.

The five main components of this program are:

- Challenge grants awarding seed money to grass roots initiatives at the regional/local level and competitive funding for exemplary projects designed to attract and retain young people.

- An internship network, co-managed by a public–private partnership - the Team Pennsylvania Foundation - to connect Pennsylvania employers and students.

- A web site to promote Pennsylvania as a great place to live, work, play and prosper that will be linked to the Department of Community and Economic Development and CareerLink websites and to a network of private sector internship pages and opportunities.

- The "Stay Invent the Future" marketing campaign that showcases Pennsylvania, its colleges and universities, and opportunities for young people.

- An interagency team composed of thirteen different agencies and departments, including the Governor's Office, to coordinate workforce and "quality of place" programming and development.

Educational Improvement Tax Credits

This Ridge-Schweiker initiative enables businesses to contribute to improvements to elementary and secondary education. Businesses receive tax credits for contributions to scholarship organizations providing scholarships for students attending public or nonpublic schools. Businesses can also make contributions to innovative educational programs in public schools.

Innovative education programs enhance the curricula/academic program of a public school. The Departments of Community and Economic Development and Education collaborated on the

criteria for innovative educational programs. These programs include work-based learning opportunities, industry specific curricula, and specific equipment needed to enhance an instructional program, as well as improvements to more traditional academic programs. The business community has strongly recommended and supported these activities in public schools.

New Economy Technology Scholarships
More than 2,500 students in two-year, four-year, and certificate programs in science, engineering, and technology will "stay invent the future" in Pennsylvania. Students who are enrolled in approval programs are eligible to receive scholarship assistance, over and above traditional federal and state financial aid, for completing their programs and working in Pennsylvania after graduation. These degree programs focus on economic clusters that Pennsylvania has identified as areas of strength and vital importance to the economic growth of the Commonwealth. The recipients agree to serve an internship with a Pennsylvania company and to work in Pennsylvania for one year for each year they receive the scholarship.

The list of approved courses of study is developed by the Department of Education, in consultation with the Department of Community and Economic Development and the Team PA WIB, and is updated annually to reflect changing workforce needs. The program is reinforced by the state's national "Come Invent the Future" marketing campaign and the supplemental campaign targeted to Pennsylvanians - "Stay Invent the Future."

Health-Care Training
The Department of Community and Economic Development will be partnering with the Berks, South Central and Lancaster Workforce Investment Boards on job training for registered and licensed practical nurses. These Boards have identified the need for health care workers as a major workforce priority within their strategic plans. Funding in the amount of $200,000 will be leveraged with WIA training funds to maximize the number of persons who can receive the training. This funding enhances the $150,000 in Incumbent Worker Challenge funding provided by the Team PA WIB to coordinate and market services for incumbent workers to succeed in these professions.

Accelerated Micro-Electronics Training
The Department of Community and Economic Development partnered with the Lehigh Valley Workforce Investment Board, CareerLink, and the Lehigh-Carbon, Northampton, and Reading Area Community Colleges to provide an accelerated micro-electronics training program for the semi-conductor industry. This funding was leveraged with WIA training funds to maximize the number of persons eligible to receive the training.

Intranet Financial Management Reporting System
The Financial Management System (FMS), a module of CareerLink established and maintained by the Bureau of Workforce Investment (BWI), is the accounting system used by the Commonwealth of Pennsylvania (State and local program providers) for Federal and State monies allocated to the following Federal programs: the Workforce Investment Act (WIA), Welfare to Work, and Joint Jobs Initiative programs. FMS is accessed through a secured Intranet-based web site whereby authorized users can:

- Post and/or identify the status of all applicable Notices of Obligation (NOOs) between the Commonwealth (Department of Labor and Industry) and sub-recipients;
- Request, and approve requests, for funds;
- Report, on the accrual basis, authorized expenditures incurred relative to the above programs; and
- Maintain organizational and bank account information relative to the Commonwealth's sub-recipients.

Based on "daily" approval of requests for funds via FMS, the system transmits payment information to the PA Treasury and information (encumbrances/liquidations of encumbrances) to the Commonwealth's general accounting system. FMS also generates daily hard copy documents(s), that is submitted to the PA Treasury from which the payment process is effected. Lastly, users can generate standardized or query reports from the data maintained on FMS. For example, obligations and/or expenditure totals by funding stream can be summarized and used for monitoring purposes.

Grants Program

The Grant Program, coordinated and designed by the CareerLink Bureau, provides CareerLink partners and potential partners access to timely online announcements of related federal, state, and private foundation grants. The online announcements are condensed to provide pertinent information with links to the full grant announcement. The Grant Program provided grant writing training to all CareerLink sites in 2001. The Grant Program is designed to foster collaboration and innovation in the design and delivery of programs and services while providing the financial resources for implementation and execution. The CareerLink Bureau will also be providing grant applicants background information on the CareerLink System for inclusion in the grant application to ensure consistency and elimination of redundancy.

Working with the Local Chambers of Commerce

The Westmoreland CareerLink center wanted to find a way to produce and distribute a quality newsletter for employers at minimal cost while reaching the largest segment of employers serviced by the Westmoreland CareerLink center. They als want to improve communications and establish a better relationship with the local chambers of commerce. The CareerLin center manager asked all CareerLink employees (staff and partners that were in the center) to submit a short article monthly, on something that they specifically do, for a newsletter that would be informative to employers. The manager als writes letters and articles to be included in the newsletter and the CareerLink then has the newsletter printed through a partner's service at a reduced rate.

Contact was made by the CareerLink manager with the local Chambers of Commerce to explore the possibility of adding th CareerLink newsletter that consists of one sheet 8.5" x 11", printed both sides, to the Chambers' existing newsletters. Thre Chambers of Commerce had newsletters and were receptive to add the CareerLink newsletter as an insert to their newsletter and were eager to form a closer relationship with the CareerLink center. A total of 2500 newsletters are printed and distributed to employers in the servicing area monthly.

Another opportunity to foster better relations with Chambers of Commerce was to become a member of a chamber of commerce. Many chambers have agreed to free memberships in exchange for joining forces and assistance with projects of mutual benefit to the chamber, employers and CareerLink. The CareerLink has services available that the Chambers an employers may need and not be aware of; everything from recruiting assistance to training programs and labor market information for expansion to downsizing assistance and lots of other things in between. The CareerLink facility itself may b a valuable resource that the Chamber or employers may want to utilize for some purpose, such as meetings or training.

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Building Block #2: Continuum of Services for Jobseekers and Employers

Prior to the passage of the Workforce Investment Act, the Commonwealth initiated a collaborative process to build a regionally planned, locally directed, market driven workforce and economic development system. As the Governor's advising body on workforce development, issues and solutions, the Team PA WIB has been charged with the responsibility to coordinate all workforce development programs including the one-stop employment and training delivery system that is to be customer focused and inclusive of all residents of the Commonwealth.

Fundamental to the development of the one-stop system was the belief that the delivery of workforce services is to be provided through a seamless integrated system to ensure greater performance and accountability through system-wide measures. Team Pennsylvania CareerLink is this system. All customers, both jobseekers and employers, are being served through this state-of-the-art delivery system that capitalizes on the efficient use of the latest technology and effective services provided by cross-trained, responsive customer service teams conveniently located in communities across the Commonwealth.

To date, more than 41 chartered comprehensive sites and mini-sites are in operation across the Commonwealth. Additional sites are expected to be fully operational throughout the year. The intent is that access to services at a physical CareerLink site be within relatively easy commuting distance for all Pennsylvanians. Within these 41 sites, 18 funding streams are represented.

The Team PA WIB approached the establishment of CareerLink as the brand name for Pennsylvania's one-stop delivery system. Similar to a franchise, the CareerLink brand name is backed by Team Pennsylvania CareerLink's state-of-the-art operating system, technical training services, marketing programs, and labor market information. As with any franchise, the integrity of the brand name is the key to the success of the organization. The standards for that determination are a blend of state and local requirements.

While the Team PA WIB originally chartered CareerLink sites, this responsibility transferred to the local WIBs in January 2000. The Team PA WIB views quality assurance and oversight of the CareerLink system as a shared responsibility with the local WIBs. This partnership is crucial to ensuring the delivery of high quality services to customers. Following the transition, Labor and Industry's CareerLink Bureau offered training to the local areas. Training was initially offered throughout the state to local WIBs and their chartering committees to aid in understanding the chartering process. With the support of the Corporation for a Skilled Workforce, a training package entitled, "Building a Successful Joint Venture Business", was delivered to one-stop operators in October 2000. The content included the success of strategic alliances, one-stop system relationships, and how the operator works as the CareerLink "Board of Directors". There were about 100 attendees representing almost every Workforce Investment Area.

Over the past three years, CareerLink has moved from an initiative to a comprehensive service delivery system as envisioned under the WIA. This has been accomplished due to the fact that

the Team PA WIB not only set minimum standards for CareerLink sites but also set in place an on-going quality assurance process.

The Commonwealth and the Team PA WIB felt that all of the CareerLinks needed to meet certain minimum quality standards. As a result, the Team PA WIB, in partnership with the Department of Labor and Industry, set up quality assurance site visits for all of the chartered CareerLink sites in Pennsylvania.

These site visits were conducted jointly by CareerLink Bureau staff and both members and staff of the Team PA WIB. A set of eighty-nine questions were developed that encompassed ten areas evaluating the quality of each of the CareerLink sites. The areas evaluated, seven which are based on the Malcolm Baldrige Quality Principles, are as follows:

- Leadership
- Information and Analysis
- Strategic Planning
- Human Resources Development and Management
- Process Management
- Business Results
- Customer Focus and Satisfaction
- Chartering Process
- ADA Requirements
- Miscellaneous

Following the site visits, reports on each site were compiled with recommendations for improvement and sent to each local WIB and CareerLink site. These Quality Assurance visits will be conducted each year to ensure that necessary improvements are made.

CareerLink quality will not stop with the quality assurance process. In order to drive continuous improvement, the CareerLink Bureau has chosen to use the Malcolm Baldrige framework as one of the many vehicles for ensuring a comprehensive, high quality one-stop delivery system. Initiatives undertaken to date include the development of a pocket guide entitled "Commitment to Achieve and Recognize Excellence in the CareerLink System" (CARE Pocket Guide). This Guide was developed by customizing the National Malcolm Baldrige criteria to apply to the CareerLink system. It is designed to get individuals thinking about their own performance, the performance of the organization, and how the criteria can be used for continuous improvement. In addition, this Guide will be the foundation for the Baldrige (Performance Excellence) Recognition Award. This award process is being developed in conjunction with the Lancaster Chamber of Commerce. CareerLink and the Lancaster Chamber have developed a partnership that involves the provision of applicant training by the Chamber and the use of their Baldrige Award process to promote the recognition award.

CareerLink's success is also due, in part, to the integrated, internet-based operating system, which provides a common application and database among all partners. The operating system integrates the WIA Management Information System with the Employment Service database, thereby providing a common infrastructure for all staff providing WIA Title I, Wagner-Peyser,

and Veterans Employment and Training services. To promote integration, partner staff is provided access to the CareerLink internet operating system. Staff access requires a data sharing agreement be completed for each partner and signed by the organization's senior official who is legally responsible for business actions. Seventy-two (72) data sharing agreements have been signed.

In January of 2000, the development and implementation of the WIA module began for the integration of both WIA Title I performance management and certification of eligible training programs/providers into the CareerLink operating system. An inter-agency workgroup and local WIB staff collaboratively developed the WIA modules. The modules include the following electronic services: Program/participant eligibility system; case management tools; consumer reports on training providers; WIA Financial and Participant Reporting Systems.

Another key to success for the CareerLink system is the emphasis placed on customer satisfaction as the basis for continuous improvement of services. This customer-focused approach has been accomplished successfully through communication, training, and education resources. All sites operating as a CareerLink collect employer and jobseeker satisfaction data utilizing a variety of methods. The aggregate of the data collected from multiple sources allows the staff to identify best practices and areas of improvement in a variety of categories. This is vital to implementing continuous improvement in the CareerLink system by providing a system-wide measurement of customer satisfaction, recording a baseline of current program results from which progress can be measured, identifying the areas for improvement, creating a consensus on priorities to be addressed, and guiding priorities of the change effort.

Pennsylvania has made great strides to ensure that CareerLink is accessible to all citizens. In March of 1999, as part of the implementation of the WIA, the Accessibility Task Group was formed. This group was comprised of representatives from various state and local organizations, which provide services to persons with disabilities. The Task Group submitted "Accessibility Guidelines for CareerLinks" to Team PA CareerLink and these have been posted on the workforce website. The Accessibility Guidelines developed by the Task Group served as the major input in developing the Accessibility Action Plan.

The Accessibility Action Plan will result in independent access to and usage of all services for people with disabilities. The plan will ensure the effective communication of information about programs, services, and resources. Advanced technology alone is not enough. Staff members/volunteers from the CareerLinks will be readily available to provide personal assistance and answer questions. The plan was developed around four tracks or areas requiring attention.

1. Physical Access
2. Resource Room Access
3. Staff Development
4. Web Site Access

As the CareerLink leadership works to integrate the State's mandated partners, particular attention is being paid to the message being sent. As a way of reinforcing the message that CareerLink is a system and not a program, the CareerLink leadership held several meetings and

began collaborative work with various system partners to design and develop methods of ensuring that the system is functioning in a unified manner. CareerLink has also worked to maintain and improve upon communications between all partners at state, local, and regional levels through joint conferences, best practice forums, and membership on various workgroups and committees.

Another step in the direction of integration has been the realignment of the employment service personnel. The mandates of the WIA, along with dwindling federal funding and emerging technologies such as the Intranet have created the opportunity for the Bureau of Employer and Career Services (BECS) to redefine the role of its regional offices in the support of services provided by BECS staff in Team PA CareerLink sites. The Regional Office has evolved from the traditional conduit for administrative and program support to taking on a leadership role in the workforce investment system by representing the Department of Labor and Industry in the one-stop operator consortiums, strategic planning, as well as organizational and management development.

The number and structure of the regional offices has been changed to coincide with Workforce Investment Area boundaries. Its structure has been realigned from eight regions and eight regional directors to three regions with three regional directors. BECS Western Region encompasses seven local Workforce Investment Areas and covers three metropolitan statistical areas. The Central Region encompasses five local Workforce Investment Areas and covers five metropolitan statistical areas. The Eastern Region encompasses eleven local Workforce Investment Areas and covers four metropolitan statistical areas.

The realignment and consolidation has produced an estimated cost savings of more than $2.5 million in reduced personnel and operations costs as reflected in fewer regional offices. BECS is continuing to refine the role of the regional office and to make appropriate adjustments in order to best support our points of customer service within the Team PA CareerLink structure.

Continuum of Services for Job Seekers and Employers

With the support of a federal Sectoral Employment Implementation grant, the Lancaster County Workforce Investment Board an two of its CareerLink investors have developed two new steps on the health care career ladder that will increase the accessibility of many previously excluded people to "gold collar" jobs in health care.

Many people who are interested in entering licensed practical nursing or technican jobs in health care - normally considered th entry points for professional level jobs in health care - simply lack the knowledge and skill to be successful in the training that supports those jobs.

Working with the Lancaster County Board, the Lancaster County Career and Technology Center - a CareerLink partner and th primary LPN provider in the County - has developed a Pre-Allied Health Training Program, a 240 hour crash course designed t prepare people to enter an LPN or allied health technology training program. Anatomy and physiology and medical terminology are blended with practical skills in the use of information technology and medical procedures. Participants also may sit for the certified nurse assistant (CNA) exam. Successful completion of the program guarantees the graduate a place in the next LPN class.

In cooperation with the Lancaster County Board, the Lancaster-Lebanon Intermediate Unit #13 has developed the Foundationa Skills Training Program for Health Care Workers. This program is designed for people who are interested in health careers but who have significant literacy issues, usually reading at grade six or less. Literacy in reading, writing, communication, and computing is the focus of the program; however, the curriculum is done entirely in a health care context. All teaching materials are health care related. The program links skill-wise to the Pre-Allied Health Training Program.

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Initiatives:

Pathways Initiative
Pathways is a collaborative effort between Team PA CareerLink and Labor and Industry's Office of Vocational Rehabilitation, Bureau of Disability Determination, State Worker Insurance Fund, and Bureau of Workers' Compensation. The purpose of this initiative is to identify and design processes to breakdown barriers and create pathways that enable injured workers and persons with disabilities to return to work. Each area identified its business process and the group identified points (pathways) where information and referral to another area's programs would enhance an individual's return to work. Each area made recommendations on what was needed in order to be successful in this endeavor. Subcommittees were formed to address these recommendations. A pilot project is under development and expected to be launched in 2002.

Video Interpreting Services Project
Team PA CareerLink is participating in a pilot project for Video Interpreting Services with the Hiram G. Andrews Center (HGA) and the Center for Excellence for Medically Under-Served Areas (CERMUSA). The VIS project will determine feasibility, reliability, and acceptability of utilizing remote visual interpreting services for individuals who are deaf or hard of hearing to provide services in the CareerLink system.

Two CareerLink sites, Wilkes-Barre and Youngwood, will be pilot sites for the project. To date, site visits have been conducted at both locations, potential VIS systems have been reviewed, and one system has been selected for the project. CERMUSA is taking steps to purchase the VIS equipment, sites are being prepared for the installation of ISDN lines, and modifications such as changing wall color and draping windows are being scheduled. At each site, CareerLink staff received customer service training for working with individuals who are deaf or hard of hearing. Interpreters from HGA will be provided training on the CareerLink Operating system.

Initially, Office of Deaf and Hard of Hearing (ODHH) will contact their customers and have them come into the CareerLink sites for services. Once all parties are confident the technology is working then both sites will have an "Open House" to market the service. In this phase of the pilot, the technology will be running on ISDN lines. The system will be tested on the Commonwealth's network in a lab within the Department of Labor and Industry while PHASE 1 is going on at the test sites. If this goes smoothly then two other sites will be brought up using the technology over the state's network. The pilot project is expected to run 12 to 15 months

Mid-Atlantic Career Consortium (MACC)
Pennsylvania is a leader as well in assisting other states. A consortium of states was organized to develop the CareerLink operating system as the one-stop delivery system for the mid-Atlantic region. The states of Pennsylvania, Virginia, Maryland, and West Virginia have signed an agreement and are participating, along with the U.S. Department of Labor's Region 2 office. An Executive Committee of the Mid-Atlantic Career Consortium (MACC), comprised of program/policy managers and technical experts from each state, makes decisions with respect to system development, enhancement, and maintenance of the "core" MACC system.

The core system will include common functionality required by all partnering states, i.e., job seeker and employer self-service, staff services, WIA registration, eligibility and services, and training provider certification. Designed to provide states with the ability to implement state specific enhancements, it will preserve the integrity of the core system and the ability to apply enhancements to the core functionality without losing any state specific customization.

Implementation of the system will be phased in beginning with Maryland in early 2002, followed by Pennsylvania in late spring and Virginia in the summer of 2002. Additional enhancements will include: Case Management, Employer Contact, User Profile Security, Enhanced Job Matching and Management Reporting.

Area Agencies on Aging (AAAs) Involvement with CareerLinks

Area Agencies on Aging (AAAs) Employment Services staff are currently located at 19 CareerLink sites on a part-time basis. AAA Employment Services Staff are located at 5 sites on a full-time basis. A total of 46 Senior Community Service Employment Program (SCSEP) enrollees are located at the CareerLink sites. The SCSEP enrollees perform the following functions at the CareerLink sites: greeters, resource room aides, clerical aides, custodians, and information and referral specialists. Other SCSEP National Sponsors such as Green Thumb, National Senior Citizens Education & Research Center, National Council on the Aging, AARP, National Caucus/Center on Black Aged, Inc., National Urban League, National Asian Pacific Center on Aging, and the National Council on the Spanish Speaking Elderly also have enrollees at the CareerLink sites.

The AAAs and CareerLinks have worked to increase the local integration of services and the employment of older workers. Older jobseekers who visit the CareerLink Centers are referred to AAA Older Worker Specialists who enroll them in the CareerLink system and assist them in job searches.

New Directions

For the past several years, the Departments of Labor and Industry (L&I) and Public Welfare (DPW) have had a partnership whereby DPW's County Assistance Offices refer job ready public assistance clients to L&I's Bureau of Employer and Career Services staff located in our CareerLinks. An innovative feature of the partnership is an electronic interface whereby information on clients can be electronically transferred back and forth between the two agencies. The partnership has resulted in public assistance recipients being placed into jobs producing significant savings in welfare funding and an increased number of qualified jobseekers for employers.

Returner's Initiative Program

The TANF (Temporary Assistance to Needy Families) Returner's Initiative Program is another collaborative program that is in the process of being established between the Departments of Labor and Industry (L&I) and Public Welfare (DPW). DPW will refer TANF recipients who were on public assistance, got jobs, lost their jobs and returned to the TANF roles to CareerLink staff to participate in an intensive 30 day job search program. This program, and its intensive efforts to place these TANF clients back into employment, will result in significant savings in welfare funding and an increased number of qualified job seekers for employers.

Customized Job Training and Guaranteed Free Training Program

Pennsylvania's Customized Job Training program is one of the largest programs in the nation ($37.5 million), having grown by $30 million over the last seven years. The program is responsive to employer needs by providing grant funds for specialized job training to employees. There are three components to the program:

1) The Guaranteed Free Training program offered through the Workforce and Economic Development Network of Pennsylvania, or WEDnetPA, provides free job training to qualified companies through an alliance of 35 post-secondary, vocational and regional skill centers that partner with the Commonwealth as training affiliates for Pennsylvania employers in need of trained workers. Grants are available for up to $450 for basic and entry-level skills training and for up to $700 for advanced information technology training for both new and existing employees.

   There is an up-front warranty on the training. Employers select the training provider. Applications are processed within a week. Actual costs are below the funded levels. By the conclusion of this fiscal year, the Guaranteed Free Training program will have trained more than 100,000 Pennsylvania workers, including 25,000 with advanced technology skills.

2) Pennsylvania is the first state to offer customized job training using the Internet. The e-learning component of the Guaranteed Free Training program makes available over $2 million for advanced information-technology and business skills, in addition to the basic and technology skills training already provided under WEDnetPA. The online component is provided by SmartForce, a world leader in e-learning. The technology training covers a broad range of skills most needed by employers, including certification and 45 courses in advanced technology and business skills. Employers can apply on-line for the web-based training by visiting the WEDnetPA website, www.wednetpa.com, and linking to the SmartForce e-learning site. This program received a Civic 50 award as one of the leading users of technology by state and local government.

3) Grants are also available from the Department of Community and Economic Development for up to 75% of training costs for new job creation and upgrade training.

Pittsburgh Digital Greenhouse

The Pittsburgh Digital Greenhouse is a cooperative initiative by government, universities and industry to establish southwestern Pennsylvania as a world leader in the digital video and networking market using the system-on-a chip (SOC) technology. This partnership has established a collaborative SOC degree, certificate and short-term courses to retrain current engineers with Penn State, the University of Pittsburgh and Carnegie-Mellon University. This program will provide a workforce capable of implementing this technology and advancing the work of the member companies of this economic development initiative.

Pennsylvania Nanofabrication Manufacturing Technology Partnership

This partnership utilizes the Nanofabrication Facility at Penn State University. The partnership is a resource-sharing approach to "high-tech" workforce development and to "high-tech"

industry support and growth. It was just designated as a National Science Foundation Regional Center for Manufacturing Education in Nanotechnology.

The facility is used in two-year, four-year, and certificate training programs throughout the state. The partnership has articulation arrangements with the community colleges, the State System of Higher Education, and Penn State Commonwealth campuses. It also provides training for middle, high school, and college faculty and "chip camps" for middle and high school students. Articulation arrangements are also being developed with area vocational-technical schools.

The program offers Pennsylvania companies access to the clean rooms for process, prototype, and manufacturing technology development. The facility also supports research by Penn State in microelectronics, opto-electronics, biotechnology, sensors, and micro-electromechanical devices - all of which are developing segments of Pennsylvania's new economy.

Community Services Block Grant

The Department of Community and Economic Development offers this federally funded program to support a statewide network of 43 Community Action Agencies (CAAs). CAAs deliver a wide range of program services designed to combat the causes of poverty. The CAA network has also been used to carry out statewide programs such as the Supported Work Program, a welfare-to-work partnership between the Departments of Community and Economic Development and Public Welfare. Representatives of the CAAs participate on the Workforce Investment Boards and in CareerLink Centers. Federal law requires that 90% of Community Services Block Grant funds be distributed to CAAs who commonly use these funds to leverage other resources and link programs to provide a comprehensive package of services to their clientele. Five percent of Pennsylvania's Community Services Block Grant funds may be used for "discretionary" grants. These funds have been used to develop the capacity of the CAA network and to fund demonstration or innovative projects such as the Pennsylvania Fatherhood Initiative.

Neighborhood Assistance Program (NAP)

The Neighborhood Assistance Program, offered by the Department of Community and Economic Development, provides $18 million in state tax credits annually to businesses that make contributions to approved providers or who invest in state Enterprise Zones. Credits are awarded on three areas – general programs, comprehensive services programs, and enterprise zones. General programs encompass a variety of social services, housing, and related projects where a tax credit equal to 50% of the contribution is made. Comprehensive Services Programs (CSP) provide a 70% tax credit to corporations who participate in a long term (10 year) partnership with a community based non-profit. This partnership focuses upon the revitalization of a target low-income neighborhood.

Money Smart

The CareerLink Bureau has partnered with the banking industry to offer financial education to CareerLink customers. The goal of the initiative is to provide information and awareness of family finance procedures and promote the building of positive relationships between individuals and financial institutions that will aide in economic sustainability during a period of destabilization in an individual's employment situation.

Underway is an effort on the part of the CareerLink Bureau to establish three test sites that will serve as a pilot project leading to a statewide rollout of the program. Completion of the test pilots will be featured as a "best practice" at the Quarterly Site Operators /Mangers meeting which assembles workforce development officials from all around the state.

The Money Smart initiative, with potential to be supported by a grant, is another demonstration of how effective partnerships work. Each of the participating organizations is limited in the amount and type of resources that they can allot to this project. Collectively the participants have found that they can assist CareerLink sites by facilitating the coordination, marketing, orientation, training of trainers, and dissemination of information.

Meeting the Needs of Employers

Cooperation and collaboration are lofty goals for a consortium of businesses dedicated to improving their workforce. An excellent example of how companies can pool resources, decrease their training costs and wor together to achieve common goals was recently demonstrated at OSRAM SYLVANIA. They provided classroo space, part of their manufacturing facility, and their forklift to help five Elk County companies, Alpine Pressed Metals, J & S Grinding, Keystone, Metaldyne and OSRAM SYLVANIA, teach their employees how to safely operate a forklift in a busy manufacturing environment. The training, conducted by the North Central Industrial Technical Education Center's (ITEC) Basic Skills Coordinator, Carl Gamarino, was funded by a grant from the North Central Workforce Investment Board to improve employee training for the 30 companies that are members of the Elk County Employer Consortium.

"A survey of the Elk County Consortium revealed there was a need for employees to be trained in the correct an safe operation of a forklift. In order to reduce training costs, we offered the Consortium members the opportunity to send their employees to our facility in St. Marys for the full day course," according to Cindy Cortinovis, trainin specialist at OSRAM SYLVANIA. "Forklifts are common in most manufacturing companies for hauling raw materials into the plant and for moving finished manufactured products to shipping departments or loading docks Operators are required to complete a formal training program before they are allowed to drive a forklift in a plant. We were very happy to help other consortium members obtain tra.ning for their employees at our company."

Forklifts are considered powered industrial trucks. The Occupational Safety and Health Administration (OSHA requires new operators to receive training prior to driving a forklift and that refresher training is completed ever three years. OSHA estimates the training will prevent 11 deaths and over 9,000 injuries annually.

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Building Block #3: Informed Customer Choice

From the earliest stages, Pennsylvania's vision for the workforce system was driven by a strong desire for customers to be able to make decisions based on usable, reliable, and timely information. The three components that lead to good decision making by customers are: certification of eligible training providers, consumer reports, and individual training accounts or ITAs.

WIA funds spent on training for adults and dislocated workers will be provided to customers through locally developed Individual Training Account or voucher systems. Local WIBs, in conjunction with the state, will manage a list of training providers/programs that are eligible providers of training for ITA customer usage. A system of consumer information or consumer report cards about education and training programs/providers is accessible to all customers to ensure that training decisions are predicated on informed customer choice. The eligible training provider list and the consumer reports with information pertaining to the performance and placement rates of training providers/programs are available statewide through the CareerLink system in each physical site and through the CareerLink website (www.pacareerlink.state.pa.us) which provides access anywhere, anytime to the employment and developmental opportunities in Pennsylvania through a unique system of individualized electronic portfolios for both job seekers and employers.

In January 2000, the statewide list of eligible training programs/ providers became available for public viewing. Individuals who have been issued an ITA can browse the list and select a course of study at a training institution of their choice. This internet-based application, a module of the CareerLink website, also enables training providers to electronically submit their applications directly to the local WIBs for review and to have training programs certified for inclusion on the statewide training program/provider system.

This system also allows training providers to post information and descriptions about their school's various training programs and course offerings, as well as information on how well the programs have performed in the past. This website provides information needed by customers to make informed choices about training courses in order to improve their work-related skills. As of January 2002, there are 839 training providers with a total of 6,681 state-certified courses/programs of study appearing on the statewide list.

Pennsylvania's Department of Labor and Industry has met and continues to meet with local staff to discuss the training program/ provider certification, ITAs, and other key issues. These forums provide an opportunity to exchange ideas and solutions to issues and have resulted in new guidance issued by the agency. This dialogue has also led to better understanding and implementation of the Subsequent Eligibility Certification process.

Local WIBs have set specific policy parameters for the use of ITA funds. Through the local strategic planning process discussed previously in this report, local WIBs have the information they need to be able to help guide training for the demand occupations within their areas. Armed with this information, jobseekers are, in turn, better able to make decisions on training. As of January 2002, a total of 5,093 ITAs were issued for the period January 2000 – June 2001.

Training options selected by these individuals included, but were not limited to, information technology (computer-related) occupations, truck driving, health field occupations, clerical positions, welding, basic machining technology, and HVAC occupations.

In addition to the tools for informed customer choice, the Team PA WIB is undertaking a number of other initiatives that will lead to improved information for customers. The Board's Incumbent Worker Committee is leading one of these initiatives. The Incumbent Worker Toolkit, being developed for CareerLink staff and CareerLink Operators, is intended to provide information on federal and state funding opportunities as well as other grant sources targeted to the working population. The Committee has solicited input from the local areas to determine their needs in serving the incumbent worker population. A draft of the toolkit will be distributed to the local areas to test its value in assisting front line staff in meeting needs of job seekers/workers and employers. A similar toolkit will then be developed for use by the local WIBs as the brokers of workforce investment services throughout Pennsylvania.

The Resource Work Team of the State Youth Council is also working on a resource mapping project to assist local areas in providing accurate information to their customers regarding services to Pennsylvania's youth population. The purpose of this "map", which will be available in printed form and via a website, is to provide a resource tool for local areas to coordinate programs, to avoid duplication of efforts, and to identify successful programs available elsewhere in the Commonwealth or in the nation that may be replicated.

A cornerstone of Pennsylvania's WIA implementation is maintaining a strong connection between workforce development and economic development. To address this issue, staff from the Team PA WIB, five partnering state agencies, GTE, and the Team PA Foundation contracted with the Council for Urban Economic Development (CUED) to create a workforce development toolkit for economic developers. This toolkit contained concepts on how workforce development and economic development fit together and spotlight national best practices where this concept is being successfully implemented. Copies of this handbook were published and distributed to economic development organizations throughout the United States via CUED, the American Economic Development Association, PA Economic Development Association, and the Northeast US Economic Development Association.

Initiatives:

eLearning Institute

One program in development in the Commonwealth's incumbent worker initiative at the state level is the Team PA CareerLink eLearning Institute. This web-based program will enhance accessibility for Pennsylvania's incumbent workforce to training opportunities in targeted occupations and/or skill areas that are currently in high-demand and/or of strategic economic interest, e.g., information technology. The eLearning Institute will address the training needs of the workforce by allowing employers and workers to stay abreast of changing skill requirements brought on by the information age, thereby keeping Pennsylvania competitive in the 21st century global marketplace.

The Department of Labor and Industry is pursuing an aggressive approach to empowering Pennsylvania's workers to continuously develop broad-based information technology skills that are transferable across industries and occupations. Under the umbrella of the eLearning Institute, L&I will develop a web-enabled component within the CareerLink Operating System that will support the recruitment, assessment, training, and tracking of those incumbent workers seeking to advance their careers in the strategically important skills sector of information technology. The Commonwealth will provide funding to qualified participants through scholarships as a means to encourage career development and placement within the IT sector.

The project includes the following objectives:

- To provide internet-based training opportunities for incumbent workers seeking IT industry skills certification.
- To promote individual choice among Pennsylvania's incumbent worker population in exploring web-based training opportunities.
- To provide funding to qualified participants through scholarships to those incumbent workers demonstrating aptitude for IT careers to defray program participation costs.
- To build upon the Commonwealth's continuum of web-based, workforce development services by integrating internet-based training seamlessly into CareerLink.
- This integration draws information technology-qualified job seekers and employers of information technology personnel to CareerLink.

2000 Workers

In order to encourage Pennsylvania employers to hire job-ready welfare clients, the Department of Public Welfare developed an informational packet and a single point of contact to assist employers. The information aids employers in understanding the benefits of hiring these job-ready individuals who want to work, learn new skills, and improve their lives. The package includes information on federal and state tax credits; assistance to support the workforce including child care, health care coverage, transportation, and other services; sample job announcements; and contact information for all partners ready to assist the employer. To date, more than 180,000 welfare recipients have been hired by Pennsylvania employers in a variety of full or part-time positions.

ELECT Program and Fatherhood Initiative

The ELECT Program and Fatherhood Initiative are joint ventures offered by the Departments of Public Welfare and Education. Students can get help overcoming any barrier – including child care and transportation – that would keep them from attending school. Parenting and child development course, conflict resolution, relationship building, mentoring programs, job shadowing, and community service opportunities are some of the programs offered. During the summer, special camps, field trips and tutoring are available at all sites.

Welfare Training and Education Opportunities

Many community organizations provide education, training and placement services as part of the Single Point of Contact or SPOC program under the Department of Public Welfare. These organizations offer services in local communities, allowing easy access for clients. Many organizations represent constituent groups that feel comfortable being served by agencies with which they are familiar.

The Job Retention, Advancement and Rapid Re-Employment Program, also a DPW funded effort, provides employment and training services to working current and former welfare clients. Most contractors are small community organizations. Working with community organizations provides an opportunity for specialized services tailored to the needs of the local area.

The Supported Work Program, jointly funded by the Departments of Public Welfare and Community and Economic Development, assists welfare and food stamp recipients with a ninth grade education or less make the transition from welfare to work. This program gives the least job-ready clients an opportunity to work for wages in a transitional setting as preparation for mainstream employment. These jobs provide regular paychecks and allow clients to benefit from the federal Earned Income Tax Credit, which can substantially increase their net income.

Philadelphia's Informed Customer Choice Guide

When it was first convened in 1999, the Philadelphia Workforce Investment Board was charged – as were all the Commonwealth's WIBs – with developing an Individual Training Account (ITA) policy. In an effort to fully engage al stakeholders and experts in the development of this policy, the WIB convened a group of training providers to discuss ITAs, and their implications for customers. Providers were extremely concerned that customers might be inclined t make training choices based on slick marketing material, rather than through careful consideration of the many options open to them. Providers suggested the development of an Informed Customer Choice Guide, a step-by-ste user-friendly manual to assist customers in identifying the training program to best meet their needs and desired outcomes.

Funding for this project was secured in partnership with the Commonwealth's Department of Labor & Industry and several other local WIBs through the U.S. Department of Labor's ITA Demonstration Grant. Many of the providers who raised the need for this guide participated in its development through service on the project steering committee The Informed Customer Choice Guide was widely released in late 2001 after extensive testing with CareerLink customers and staff, and is available in web-based and hard copy platforms. As a result of a partnership among th WIB, CareerLink, and local training providers, Philadelphia's CareerLink customers now have a comprehensive resource to make informed choices from among their many fine training options – as well as informed decisions abou the jobs and career options open to them following training.

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Building Block # 4: Fact-Based Decision Making Through Enhanced Employment Statistics and Accountability

The Team PA WIB's Employment Statistics Committee is responsible for ensuring that Pennsylvania's labor market information is communicated effectively to local workforce investment boards, CareerLinks, and other customers of labor market information. This committee also advises on the development of new labor market information, its application to advance both individual career decision-making and business development in the Commonwealth; and the continuous improvement of the State's Employment Statistics system. An additional responsibility of this Committee is to evaluate the performance of Pennsylvania's integrated workforce investment system.

Representatives from the five partnering state agencies, local WIBs, and other associations work together to accomplish this mission. Examples of this cooperation include the development of system-wide performance indicators for workforce development, the design of regional strategic planning guidelines, and sponsoring of multiple workshops to better educate users of labor market information.

Early on in the implementation of the WIA, the Team PA WIB determined that it would not solely rely on data generated by the 17 federal Title I performance measures as a measure of how the state's workforce investment system was operating. The Performance Evaluation Committee, now a subgroup of the Employment Statistics Committee, was charged with creating additional measures. Comprised of representatives from the five partner state agencies, local WIBs and private sector quality professionals, this Committee developed five workforce system measures or "system indicators" that evaluate three broad criteria - market penetration (employer and job seeker), timeliness at filling a request, and job quality.

In addition to performance information, the Team PA WIB has, from the onset, wanted local WIBs to think more strategically in their approach to workforce issues. Local strategic plans are a good start at identifying local economic strengths and direction, but more needed to be done. For the Commonwealth to successfully compete in the national and global markets, it must begin to think regionally. Under the WIA (Section 116(c)) and then through the Unified Plan and Title I Policy Paper, regional planning is identified as a means to improve performance and increase the benefits of service across boundaries. To this end, the Employment Statistics Committee has developed guidelines for local WIBs to use in creating regional strategic plans. The goal of this initiative is to have local WIBs cooperate with one another on mutually shared workforce issues. These issues may include broad regional workforce concerns (adult literacy, transportation, child care) or issues involving industry clusters. Either category will prove valuable since labor markets span multiple geopolitical boundaries and employers are looking for local WIBs to take the lead in addressing these issues. As with the local strategic plans, strong connections to economic development and the community must be demonstrated.

This initiative showcases how cooperation among representatives from state agencies and local WIBs can result in a useful tool for planning. When completed in 2002, these regional plans will guide the efforts of local WIBs in improving the economic vitality of their region and will

benefit the partnering agencies through an analysis of their policies and the impact of these policies across the state.

In order to make informed decisions (wage & benefit rates, career opportunities, occupational skill demand), real-time labor market information is critical. The Employment Statistics Committee partnered with the Department of Labor & Industry's Center for Workforce Information and Analysis (CWIA), Pennsylvania's data collection agency, and held regional forums instructing workforce professionals in analyzing labor market information and its application to workforce development. From these forums came better material for career discernment, short-term occupational projections, and short-term industrial projections.

The Employment Statistics Committee is currently working with local WIBs and CWIA to identify regional industry clusters that show the greatest potential for future, sustained growth. Once underway, the Committee will work with its partners to promote the application of industry clusters to economic development and show how workforce development and economic development need to coordinate efforts to realize this economic potential.

Data from the Business Calling Program (BCP), one of the most successful business retention initiatives in the nation, is also being used to make economic decisions. The BCP collects data on infrastructure, taxes, workforce, equipment costs, and utilities through one-on-one interviews with the chief executives of companies across the state. The Team PA WIB established early on that data collected through the BCP would be used by state agencies and local WIBs to address issues pertaining to Pennsylvania's critical economic sectors.

To aid in implementing its objectives, the Employment Statistics Committee is researching foundation and other grant opportunities to aid local WIBs in identifying critical growth clusters and developing action strategies to achieve this growth. A secondary purpose for raising money is to provide incentives to local WIBs to excel in performance. This incentive money will remain flexible to ensure that entrepreneurial thinking is rewarded.

The Team PA WIB's partnership with CWIA has allowed for the Board to be aggressive in its approach to labor market information and its uses. CWIA undertakes a number of unique challenges as the organization responsible for maintaining the employment statistics system in Pennsylvania. Under cooperative agreements with the USDOL's Bureau of Labor Statistics (BLS) and Employment and Training Administration (ETA), the CWIA collects employer data and develops and disseminates labor market information products and services based on customer demand and contract requirements. The CWIA also participates on numerous national committees and policy councils to ensure that the needs of Pennsylvania's local areas are met by federal programs and initiatives.

Intensive support was provided to the local boards in terms of data for the development of their strategic and operational plans. The CWIA provides customized informational and analytical support to many of the local areas through Workforce Information Specialists across the state. Regional initiatives are also supported through meet and discuss sessions and through partnering with local areas on complex workforce development efforts being pursued. The CWIA has begun meeting with CareerLinks to assess their information needs and have started developing

products to meet these needs. In addition, numerous labor market information training sessions for front-line staff, in the application of labor market information when serving one-stop customers, have commenced as a result of consultation with the CareerLinks.

In addition, the CWIA continues to work extensively with the Bureau of Career and Technical Education within the Pennsylvania Department of Education in the development of career guidance materials. Numerous presentations and training sessions are also provided to teachers, counselors, parents, and students in the use of labor market information in career decision-making. The CWIA also serves on the Adult Basic and Literacy Education (ABLE) Interagency Coordinating Committee and participates in the Skills Standards Subcommittee. Support to other workforce development agencies usually comes in the form of ad hoc support; however, attempts are continuing to formalize working relationships with these entities at both a state and local level.

The CWIA is also responsible for the implementation and maintenance of the performance system in Pennsylvania. The CWIA has successfully negotiated performance levels with the ETA and the local areas within the state and will be responsible for calculating the federal Title I performance measures. Further the CWIA facilitates the transfer of information through the Wage Record Interchange System (WRIS) and through a similar data sharing agreement with contiguous states. A similar facilitation role is done for the Department of Education for the transfer of wage record data for Title II and Carl Perkins measures. Finally, the CWIA will be responsible for the calculation of the state System Indicators.

At the outset of the WIA, where comparable data was available and collected in the former JTPA programs, initial performance measurement levels were calculated. Of the 17 Title I performance levels, only 10 could be initially approximated. The tenth performance measurement (Youth Diploma Rate) subsequently changed definitions and could no longer be calculated using the JTPA data. The state has negotiated state performance levels for WIA Title I twice, and local WIA performance levels three times. The third negotiation process with the local areas included meetings and/or conference calls with CWIA staff to discuss previous negotiated levels and revised baselines and to clear up any issues or questions regarding the calculation of the Title I measures.

Pennsylvania began the process of setting performance levels by using historical JTPA data with performance measures calculated using the new regulations. These calculated performance levels were set for each local WIA as well as for the state as a whole. Local WIBs were asked to negotiate their performance levels starting with the performance levels provided. Local areas were then asked to factor into the performance levels economic conditions, transportation issues, population shifts, local strategic plans in their area, and other factors that would either positively or negatively impact the performance levels. If the local WIB determined that it would negatively impact the starting performance levels, they could request a lower level as long as they provided an explanation of the factors that caused a lower performance expectation. When negotiating for a three-year period of time, the local WIBs were asked to factor in the impact of long-term programs, especially those where an expected return on investment was planned, as well as building in a continuous improvement increase.

For those performance measures for which no historical or baseline data existed, the state initially negotiated one set of performance levels for the entire state. In the most recent negotiations with the local WIBs, they were allowed to negotiate using the same rationale as mentioned above (start with performance level provided, etc.).

Pennsylvania, in its second negotiation with the regional ETA, used the input provided by the local WIBs to make appropriate adjustments to the statewide historically-based performance levels and provided substantiating documentation. Adjustments to statewide levels were made by reducing each local WIBs negotiated performance levels to raw numbers. These numbers were then combined to calculate the requested statewide performance levels. Then the negotiations began to reconcile federal expectations to state estimated levels of performance.

Fact-Based Decision Making through Enhanced Employment Statistics

Using resources from its federal Community Audit grant, the Lancaster County Workforce Investment Board has been working with the Center for Workforce Information and Analysis in using standard employment information in a statistical protocol that can be used to identify industry clusters in the local economy. Health care, construction, communications, food processing, and specialty manufacturing have become the focus of the local Board's investment in workforce because those industries produce a large number of "gold collar" high skill, high wage, high demand - jobs as shown by the resulting data analysis.

In the next phase of the Community Audit project, the Board will study the jobs that make u the workforce in those clusters, identifying career ladders when possible, and developing skill map of those occupational areas that can be used to plan for training, retraining, and cross-training of workers.

Also, the Lancaster Board is cooperating with other local boards, particularly those that are contiguous to Lancaster County, to determine whether Lancaster County industry clusters are really a part of regional clusters that exist across the southeast and south central part of Pennsylvania. These conversations are expected to be a major factor in developing direction for the regional planning required by the state and federal government in the year ahead.

Initiatives:

Business Calling Program

The Department of Community and Economic Development's Business Calling Program (BCP) is the Commonwealth's business retention program. Since its inception in 1997, over 23,000 companies have been visited. The primary issue identified through the visits continues to be workforce development. The Department of Community and Economic Development, through the Business Calling Program, partners with local Workforce Investment Boards and CareerLink Centers across the Commonwealth to address the workforce needs. Additionally, the Workforce Investment Boards are using the data collected by the BCP for planning purposes.

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Local Models for Performance Measurement

Measuring systems that blend a host of resources is a major challenge for workforce investment boards. To address this challenge, the Philadelphia Workforce Investment Board has develope two "balanced scorecards" to assess progress in both the local CareerLink system and the loca workforce system as a whole.

The CareerLink scorecard looks at results in four areas: outcomes for employer customers, outcomes for individuals seeking workforce development services, fiscal viability/sustainability, and internal controls. The workforce system scorecard establishes predictive indicators for system-wide services to individual customers and employers, as well as training providers, as mechanism to measure the impact of nearly a score of funding streams invested in the local workforce area. Additionally, the system scorecard establishes outcome measures that should reasonably be obtained based on attainment of the predictive indicators. These measures include: increased aggregate educational attainment, lower unemployment rate, increased labor force participation, increased tax base, and decreased demand for public subsidies.

Both these scorecards, which will be used to measure and document performance outcomes beginning in early 2002, apply the strategic objectives identified by the Philadelphia Workforc Investment Board to the performance outcomes of public investments.

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Building Block #5: Lifelong Learning through Continuous Acquisition of Skill Enhancements and Knowledge

A strategic action agenda that will promote skill and knowledge acquisition among all residents of the Commonwealth continues to be a priority for the Team PA WIB. Representatives from the Team PA WIB, the private sector, and the five partnering state agencies formed the membership of the Board's Strategic Planning Committee. Five objectives were selected from a list of items collected from surveys of Team PA WIB members, local WIBs, and a workforce summit held in January 2001. Each of the five objectives was broken down into action strategies, which were delegated to the Team PA WIB's committees and partnering state agencies. This strategic action agenda has been adopted by the Team PA WIB and implementation is underway.

The five objectives identified in the Strategic Plan are:

- Technical Training Deficit: Eliminate the education/training deficit by increasing the number of individuals pursuing 2-year degrees, certificates, and/or specialized training.
- Increase Supply of Skilled Workers: Recruit and retain skilled workers to meet current demand by (1) focusing on the welfare and disabled communities (2) utilizing the talents of older workers and (3) retaining students. For occupations that cannot be filled by current Pennsylvania residents, efforts will be made to recruit individuals with the necessary skills.
- Increase Number of Workers Employed in Demand Occupations/Targeted: Align resources to increase the number of workers employed in the seven strategic economic development clusters as identified by the Department of Community and Economic Development (DCED). *The seven DCED clusters are: Information Technology, Biotechnology/Life Science, Environmental Technology, Advanced Manufacturing, Advanced Materials, Agri-Business, and Health Care.*
- Better Career Assessment for all Pennsylvania Residents: Create/support initiatives that engage youth (K – 12) and incumbent workers (out of school) in understanding their own skill ability and interests and related career options. Critical to attaining this goal are better assessment tools, understanding the skills of the student/worker, and a stronger connection to contextual learning.
- Outcome Expectations of Training Providers: Develop a market clearing mechanism within DCED's seven economic clusters that aggregates skill supply and skill demand and maintains dynamic market equilibrium between supply and demand.

As noted above, these objectives were not developed in a vacuum. Input was gathered through a variety of means including extensive engagement of all sectors of the community through a statewide workforce summit held in January of 2001 and then through a series of regional Business-Education Summits. There were six of these Business-Education Regional summits, sponsored by the Team Pennsylvania Workforce Investment Board, held in August and September 2001. The six summits were held in Lake Harmony, Exton, Greensburg, Clarion, State College, and Grantville respectively. These Summits were a unique opportunity for business and education to share information and work together to advance economic and workforce development in Pennsylvania.

The Business-Education Regional Summits were extremely successful with a combined total of approximately 1,000 people attending the six summits. From the information gathered, there were several common themes and issues across the state. Some of the findings are as follows:

- Better/more career information and guidance to youth
- Work readiness needs to become part of education
- Basic skills of the current workforce need to be addressed and remedied
- Marketing of the workforce development system
- Business and educators need to open a dialogue, understand each other's needs, and develop common language

The information gathered at these Business-Education Regional Summits is being used by the Team PA WIB in the development of their strategic plan, and was also distributed to the local WIBs to help foster workforce and economic development on a regional basis. The information has been compiled into a report which is available to all attendees and is also available on Pennsylvania's workforce development website at www.paworkforce.state.pa.us.

In addition to these efforts, the Team PA WIB has focused much attention on the challenges and opportunities for Pennsylvania's youth. In keeping with Pennsylvania's Unified Plan for Workforce Investment, and the Strategic State Workforce Investment Plan for Title I of the WIA and the Wagner-Peyser Act, Pennsylvania plans to coordinate youth activities funded under Title I with other youth-directed State and local agencies. These agencies include local educational agencies, adult education agencies, county welfare offices, juvenile justice and local law enforcement agencies, local housing authorities, job corps centers/agencies, rehabilitation agencies, and community-based organizations. This collaboration ensures the non-duplication of services, maximizes returns on financial investments, and promotes effective and efficient delivery of high quality programs and services for youth.

In September 1999, the Team PA WIB Workforce Education Committee and the WIA Youth Task Group developed Pennsylvania's youth policy statement and a separate youth strategic technical support plan. A series of resource documents for local workforce investment boards to use in the establishment and operation of youth councils in Pennsylvania was gathered and distributed.

At the June 2000 meeting of the Team PA WIB, the State Youth Council was established to replace the Board's Workforce Education Committee. The change was requested as the Board felt that Pennsylvania must begin to recognize that the future of our Commonwealth lies in the development and preparation of our young people for work in our changing economy.

Other efforts have included the development of a position paper. The Business-Education Partnerships Work Team of the State Youth Council developed a Position Paper that has been adopted by the State Youth Council and approved by the Team PA WIB at its September 2001 meeting. The State Youth Council endorses a policy that would provide funding to assist and support business-education partnerships that serve the role of intermediaries. The State Youth Council believes that it is necessary for the state to partner with the education and employer communities to sustain the effective strategies that engage these communities in collaborative

efforts to prepare all youth for postsecondary learning and careers. This assistance and support would be targeted for business and education partnerships (intermediaries) with proven results. The Team PA WIB endorses and supports the position of the State Youth Council.

In recognition that a quality education builds a strong workforce, the Department of Education has implemented a number of strategies to provide students with a strong academic background. An essential component of the education program is the establishment of academic standards in key areas that will prepare our students with the rigorous, comprehensive education they will need to compete and succeed in the 21st century economy. Standards define what each student should know and do in a core set of subjects and give students a solid foundation in the basics. Standards have been adopted in Reading, Writing, Speaking and Listening and Mathematics. Additional standards are in various stages of development, including Career Education and Work standards.

In order to measure a student's achievement of the standards, and to determine the degree to which school programs enable students to attain proficiency of the standards, the Commonwealth has implemented the Pennsylvania System of School Assessment (PSSA). The PSSA is a standards based, criterion-referenced assessment used to measure a student's attainment of the academic standards. Every Pennsylvania student in 5th, 8th and 11th grade is assessed in reading and math, and students in grades 6, 9 and 11 are assessed in writing. The PSSA tests over 400,000 students in reading and mathematics annually. The PSSA test results reflect improved student academic achievement in reading and mathematics from a baseline score of 1300 in 1996 to that of 1307 in 2001; a positive change of seven PSSA points.

In the fall of 2001, performance levels, developed with input from more than 1,000 educators, parents, community leaders, and business leaders, were applied to PSSA results. The performance levels (Advanced, Proficient, Basic and Below Basic) illustrate students' achievement of Pennsylvania's Academic Standards, as measured by the PSSA. The performance levels provide specific descriptions of what students know and can do, so educators can better develop curriculum and instruction to enable all students to be successful learners.

In addition to participating in the PSSA, Pennsylvania also requires all career and technical education completers (including secondary and adult students) to work towards an industry certification in areas where they exist, or passage of a National Occupational Testing Institute Program (NOCTI) where they do not. NOCTI tests, as well as certifications, provide a nationally recognized, standardized approach to skill evaluation for Pennsylvania's 104 occupational training programs.

NOCTI tests are composed of both written and performance components to assess workplace skills. The philosophy behind NOCTI testing is that a complete measure of occupational competency cannot be achieved without both a written test of applied academic knowledge and a hands on skill performance test covering specific manipulative skills.

Each exam is built upon industry/business occupational standards and reflects the critical core competencies required in the occupation at the appropriate level. The foundation of each NOCTI exam is an occupationally-validated task analysis that carefully defines the critical core

competencies necessary to achieve occupational competency. NOCTI exams are not developed to reflect any particular curriculum. Rather, NOCTI exams are structured to reflect the critical core competencies required in a particular occupation (industry-based National Standards).

NOCTI test development committees are comprised of three members from industry, one postsecondary technical educator, and one secondary technical educator, all of whom are known to be experts in the field that parallels the test title. Members are from at least three different states. Professional trade associations recommend industry members. The test development committee members have broad expertise in their occupational field and are knowledgeable of the National Standards. The committee constructs each test by validating critical core competencies, defining the scope of the test, writing test items, and determining performance areas and criteria for evaluation.

If NOCTI tests do not exist for a certain occupational area/ career and technical education curriculum, Education's program provides for other industry-validated assessments to be used. These include tests such as the National Institute for Metalworking Skills (NIMS), nurse aide training and competency evaluation, State Board of Cosmetology Examination, air conditioning & refrigeration institute industry competency examination (ICE), Automotive Service Excellence (ASE), American Welding Society (AWS), Associated Builders and Contractors (ABC), to name just a few.

In addition to the establishment of academic and occupational standards, the Department of Education has undertaken important initiatives in the area of career and technical education to ensure our students are well prepared for the future. The Bureau of Vocational & Technical Education was renamed and reorganized as the Bureau of Career and Technical Education (BCTE). This was accomplished to more accurately reflect the mission of the Bureau, and to more accurately reflect the broadness of the population served. The reorganization model which was used was based on the *lean enterprise* model, which flattens the layers within an organization and brings its' workers closer to its constituents. The *lean enterprise* model also focuses on customer service.

The BCTE reorganized its web page to become more user-friendly. The web page includes hotlinks to a variety of different resources as well as documents. The site provides access to the electronic grant application system, the program approval process, and programs and student data. The student data is presented by school and program area, and notes how successful students were in finding and retaining careers in their specified occupations. The site also contains a series of maps produced using Geographic Information Systems (GIS) and U.S. Department of Labor statistics. The maps show each county in Pennsylvania and projections for growth in each Standard Industry Classification (SIC) area. Schools can use these maps and data to plan training programs. They are able to see, for example, if there will be a continuing need for individuals with machining skills in particular counties.

The BCTE distributed $15 million of high tech training equipment to career and technical schools and programs across the state. The funds were provided over a two-year period and used in selected programs to replicate major equipment found in business and industry to the benefit of both secondary and adult students. Schools receiving funding had to indicate that their

programs focused on attaining industry-based certification status. In order to receive equipment grants, advisory committees, composed of representatives from local business and industry groups, had to endorse purchase of the equipment.

The BCTE produced a handbook that lists validated industrial certification programs that schools may take advantage of in Pennsylvania. In order to be included in the handbook, the program needed to meet three criteria: (1) provide a validated industry-based national curriculum, (2) provide a substantial program of teacher training, and (3) provide an evaluation of the facility that will house the validated program. The handbook was made available to all career and technical centers and was also made available via the web page.

Through the BCTE, the Department of Education is also actively pursuing and implementing a number of initiatives designed to provide students of all ages with the skills they need to succeed, and to ensure that these are the same skills needed by business and industry. One such project is the involvement of career and technical centers with DCED's tax credit program. Businesses supporting career and technical centers through the donation of current equipment or a monetary donation can receive a Pennsylvania tax credit. BCTE has helped in bringing partners together, and in working out details and with DCED staff. BCTE and DCED have also been involved in the IT internship project. For this project secondary students who have received a competency certificate in networking are able to serve internships within state government prior to graduation. This internship program began with students within a 50-mile radius of the Harrisburg area, and will be expanded to a statewide initiative during the summer of 2002.

In addition to individual programs linking with validated industry based certifications, institutions themselves also focused on certifications, which more closely aligned programs with our industry partners. BCTE has focused a portion of funding on helping schools acquire ISO 9001 certifications. In fact, Pennsylvania has the privilege of having the first ISO 9001 certified Career and Technical School in the nation. Since that time two additional schools in Pennsylvania have received this certification and there are approximately five more certifications upcoming for this year.

Tech Prep is an articulated program, which connects secondary and postsecondary student career paths. In an effort to ensure that all students had access to this innovative program, BCTE established its Tech Prep consortiums so that each Workforce Investment Area across the state would have at least one consortium available to it.

Pennsylvania has committed to preparing students for a high-tech global economy and because of this commitment, Pennsylvania has entered into partnerships with several technology industry leaders to provide resources and training to prepare Pennsylvanians for the 21st century. Many of the students receiving this training are, in turn, providing technical support for their schools. This not only provides the schools with an essential service but also gives the students a chance to apply their skills and gain some hands-on experience.

Pennsylvania's strategy has not only encompassed preparing emerging students but addressing the skills and knowledge needs of the adult population. As a part of its commitment to Pennsylvania's Unified Plan for Workforce Investment, the Department of Education, through its

Bureau of Adult Basic and Literacy Education, invested Title II Adult and Family Literacy Act State Leadership funds in identifying the skills and knowledge adults need to know and demonstrate to be effective workers. *Pennsylvania's Work-Based Foundation Skills Framework* was developed in partnership with the Team PA WIB and representatives of local WIBs and employers, including Corning Asahi, Godiva Chocolatier, Lewistown Hospital, and PA Blue Shield – A High Mark Company.

Pennsylvania's Work-Based Foundation Skills Framework identifies 21 skill and knowledge areas organized into four areas:

- Basic Workplace Skills, - includes applied academic skills (such as reading, writing, speaking, math) as well as new workplace basic skills (such as using technology and resources).
- Basic Workplace Knowledge – includes basic knowledge about the nature of work and the modern workplace, such as quality consciousness and an understanding of workplace culture.
- Basic Employability Skills – includes the cognitive and social skills needed to manage one's work environment and interact effectively within the workplace.
- Lifelong Learning Skills – includes the learning skills and strategies that enable one to continually pursue employment and learning opportunities.

The *Framework* may be used as a flexible tool to engage employment, education, and training organizations to 1) improve foundational skills and programs, and 2) collaborate and communicate more effectively with CareerLink partners. The framework tools can be used for various kinds of customer interaction – from career and education planning to customized curriculum development, instruction, case management, program and staff development, community planning, or job coaching and mentoring. The framework is built on the principles of a *competency based approach* – emphasizing a range of demonstrated levels of skills, and *contextualized learning* – emphasizing active application of skills and knowledge in realistic situations. The skills and knowledge defined in the framework are portable across workplaces. In addition to its use to educators as a framework for relevant work-based curriculum that meets a community's workforce needs, the framework was piloted with nine non-educational workforce programs during FY 2000-01.

In keeping with the goals of the Unified Plan, the Department of Education increased its support of basic skills services in the workplace. Using funds from Title II of WIA, the Adult and Family Literacy Act, the Department funded the Pennsylvania Workforce Improvement Network (PA WIN). The purpose of PA WIN is to coordinate a market-driven network of services for employers and incumbent workers and to integrate those services into CareerLink. As part of the program, PA WIN affiliates assist employers to 1) assess foundation skills training needs that impact production, quality, safety, and employee retention, 2) develop training plans to address foundation skills training issues, and 3) link with other training resources in their region, including the *Foundation Skills* model mentioned earlier. Employers who have used PA WIN report that that workers who have improved their foundation skills through these programs are less likely to quit, better able to use technology, and able to work more effectively in teams, among other benefits. In FY 2000-01, 37 adult education agencies affiliated with PA WIN and provided services to 48 businesses and 2,787 workers.

Adult Learners' Training and Assistance Program (ALTA), Luzerne Count Community College

Office Max's PowerMax Distribution Center serves the company's Northeastern stores. They formed a training partnership with Luzerne County Community College's ALTA program to upgrade the communication skills of their limited English proficient associates who work within the packing and shipping departments. Twenty-five workers completed the objectives of the training. Working in pairs, the associates interviewed each other, asking questions an responding using appropriate answers and listening for acceptable responses. They also indicated that the use of videotapes helped them to see and better understand the safety rules they are required to follow in the warehouse. ALTA brought the workplace into the classroom by utilizing visual stimuli, such as Microsoft PowerPoint presentations, gestures, and graphic organizers to create picture and word associations and build workplace vocabulary. In addition, images of the associates at work and the workplace signage captured through a digital camera were incorporated in PowerPoint presentations. Furthermore, the training included video tape recordings of associates at work and interactive team activities such as role playing, information gap, total physical response, problem solving scenarios, listening and speaking exercises, and dialoging to practice workplace procedures and tasks. ALTA has been asked b OfficeMax to repeat the customized training designed through this mini-grant.

Initiatives:

Community Colleges

Community colleges play a pivotal role in the development of the workforce in Pennsylvania. Representatives from community colleges sit on 13 of the local Workforce Investment Boards and many house CareerLink sites at their college. Workforce education programs are designed to develop an educated and trained workforce for a primarily localized area and constituency. In addition to credit and noncredit programs, community colleges offer customized training for the purpose of the expansion and improvement of job training tailored to business needs. Initiatives such as the Community College Workforce Development Challenge grants further the role of the community colleges in meeting the training needs of business and industry.

The Community College Workforce Development Challenge grants collaborative approach has been successful in developing a relationship between businesses and community colleges to meet the specific needs, as articulated by local businesses, for the development of the workforce. The concept for the Community College Workforce Development Challenge Grants enables the community colleges to approach local businesses in their respective geographical areas with innovative initiatives to enhance workforce development. These initiatives range from the development of pioneering curriculum for specific career, technical, and professional employment opportunities, to purchases of equipment, to new technology hardware and software purchases, to new state-of-the-art manufacturing centers. The Community College Workforce Development Challenge Grants enable businesses, in collaboration with community colleges, to provide matching funds on mutually agreed upon initiatives that are developed by the colleges and funded through the grants. The Commonwealth's investment of $2 million was matched by more than $3.4 million in private funds and in-kind contributions from corporate and community partners.

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Training for Lodging Careers

The Department of Education is providing major financial, as well as, technical support for a multi-year initiative, known as the Training for Lodging Careers. The purpose of the program, developed in coordination with the Hospitality Business Alliance and the Pennsylvania Travel Council, is to provide juniors and seniors in high school with academic instruction and paid work experience to prepare them for entry level jobs within the lodging industry, or for the pursuit of industry-related post-secondary education. The instructional materials reflect industry standards and students who successfully complete both the school-based and work-based components receive a certificate of mastery from the Educational Institute of the American Hotel and Lodging Association. The program is currently operational in 10 schools throughout the Commonwealth, with the expectation that 10 new schools will be added in each of the coming years. The Department of Education is proud to be the lead financial investor in this project, which includes support from the Department of Community and Economic Development, as well as numerous private sector partners.

Automotive Youth Educational Systems

The Department of Education also provides major financial, technical, and administrative support for AYES (Automotive Youth Educational Systems), a partnership among automotive manufacturers, local schools, and local dealerships that integrates classroom studies with on-the-job experience to promote career opportunities for students in the automotive industry. The nationally known program provides a strong academic and technical foundation combined with worksite experience to students enrolled in qualified secondary school automotive programs. AYES provides instruction to students so they may achieve certification in certain areas related to automotive technology by the National Institute for Automotive Service Excellence, which is an independent organization which certifies the skills attained by technicians and approves the curriculum of schools offering programs in automotive technology certification. AYES is currently operational in 17 schools throughout the Commonwealth, with an additional 21 schools expected to begin offering the program shortly.

Microsoft Advanced Academic Training Provider (AATP) Initiative

Microsoft's AATP initiative prepares students to become Microsoft certified so local companies may employ them. AATP provides opportunities for students who otherwise may not have access to Microsoft technology training. It also prepares students for Microsoft Certified Professional exams and job opportunities as information technology professionals. The AATP initiative is open to all secondary and post-secondary educational institutions. It is at these AATP sites where students can receive high-level, advanced technology training and become certified as a Microsoft Certified Professional or Microsoft Certified Systems Engineer – two highly sought after certifications in today's marketplace. For students and prospective employees, status as a certified professional translates into enhanced job opportunities in today's burgeoning high-tech marketplace.

The Department of Education's goal is to have a Microsoft Authorized Academic Training Provider site located in every corner and county of Pennsylvania. We strongly encourage institutions to set rigorous standards students must meet in order to enroll in the Microsoft Training Program. We also strongly encourage completion of the certification test as part of the

course's final exam, and require that in addition to coursework, students gain practical, hands-on experience either in K-12 schools or the business community as part of their coursework.

In addition to a list of site requirements, an AATP must have at least one person, preferably two, trained and certified as a Microsoft Certified Professional (MCP). This year, Pennsylvania will provide free software and courseware for all existing and new AATP sites in order for them to update their curriculum from Windows 95 to Windows 2000. There are over 60 Pennsylvania educational institutions participating in this program.

Microsoft Office User Specialist (MOUS) Initiative

As an extension of the Pennsylvania-Microsoft Partnership that was formed in 1998 by the Governor's Office of Administration, Pennsylvania was proud to offer the newest partnership initiative – PA Microsoft Office User Specialist (MOUS) 2000. MOUS stands for Microsoft Office User Specialist, a worldwide certification program designed by Microsoft to test a student's ability to use the programs in the Microsoft Office Suite. Such programs include Word (word processing), Excel (spreadsheets), Access (databases), PowerPoint (presentations) and Outlook. Having a certification in any or all of the Office programs signifies, to potential employers, that the prospective employee not only has been trained on that application, but that they have proven their skills on an independent exam. For many employers, it takes the guessing-game out of hiring someone based on what they have listed on a resume – it provides proof that the person can do the job. At the same time, MOUS helps satisfy an organization's need for a qualitative assessment of employee skills. Currently, MOUS is in use by over 90% of the world's companies. It creates a reliable data exchange for Intra-Company or Company-to-Company standards.

Because most companies use Office Suite programs, it is imperative that Pennsylvania's students are trained to enter the workforce with skills on these programs and that Pennsylvania's teachers are prepared to provide this instruction. This initiative includes a partnership between the Department of Education; the Microsoft Corporation and their MOUS partner, Nivo International. Microsoft provided free training and over $1.5 million worth of free software and licenses and Nivo International provided free testing vouchers so students would be able to take the Office 2000 certification exams.

Pennsylvania is one of only four states selected by Microsoft and Nivo International to pilot a statewide rollout of their MOUS Certification program. Every academic institution that participates in this initiative has to become a Microsoft Authorized Testing Center (ATC).

Once ATC status was met, the academic institution received:

- ✓ Free testing vouchers (TRAs), free Office 2000 training, and free Office 2000 software.
- ✓ All participating institutions this year will receive free copies of Office XP in order for them to update their curriculum and training.
- ✓ Since the PA MOUS program was launched in 1999, there are over 190 educational institutions participating in this program.

Cisco Networking Academies Initiative

In October 1997, the Commonwealth formed a partnership with Cisco Systems to bring the Cisco Networking Academies program to Pennsylvania's education institutions. This program teaches students how to design, build, and maintain computer networks, leading to high-paying jobs in the private sector. This worldwide education program provides students with the skills necessary to fill some of the estimated 346,000 high-tech jobs currently available in businesses throughout the country.

Through the Academies program, students learn the information and skills needed to prepare them for the Cisco Certified Networking Associate exam. The 280-hour program provides course work for a complete range of basic through advanced networking concepts – from pulling cables to such complex concepts as subnet masking rules and strategies. This certification positions students to fill immediate job openings in the job market with an estimated starting salary of up to $35,000. Academies graduates also are eligible to build upon their networking training by pursuing advanced education in science and engineering fields at colleges and universities.

The Networking Academies program uses Regional Academies as hubs, each of which support a minimum of 10 Local Academies. These Regional Academies teach, mentor, and support the teachers who oversee programs at the Local Academies under their jurisdiction. The Regional Academies funnel input to Cisco on topics such as individual school performance, curriculum quality and effectiveness, and student progress. There currently are more than 128 Regional and Local Academies in high schools and career and technical centers throughout Pennsylvania.

3Com NetPrep Initiative

In April 1999, the Department of Education and 3Com developed NetPrep, a standards-based training curriculum for high school and college students focusing on the design, implementation, management, and integration of computer networks. Designed as a 2+2 high school/college program, NetPrep provides the base for an exciting school-to-career continuum, which will enable thousands of students to immediately enter high paying jobs and productive careers.

NetPrep is a rich and comprehensive curriculum with a variety of delivery mechanisms that appeal to diverse learning styles, including:

- Browser-based course materials
- Textbooks
- CD-ROMs
- Hard and soft lab exercises
- Teacher guides

All courses are platform-neutral and standards-based so that students will gain a thorough understanding of the basic principles of networking – as well as working knowledge of a wide variety of protocols and manufacturer solutions. As future MIS managers, students must be able to make informed decisions about competing products and manufacturers, and it is NetPrep's goal to provide a thorough and unbiased overview so that students can build their critical judgment.

Upon completion of training, students are prepared to take the industry standard certification examination. Currently, Pennsylvania has over 33 education institutions that participate in the NetPrep training program.

Oracle Internet Academy Initiative

In January 2000, the Commonwealth formed a partnership with Oracle to bring the Oracle Internet Academy program to Pennsylvania's educational institutions. The Academy is a flexible partnership between Oracle Corporation and secondary schools to provide students with an introduction to the Internet and web application development. It teaches students Java and database programming skills using the latest industry tools and knowledge. Through this program, Oracle Corporation partners with schools to equip students with 21st Century skills, giving them new options in today's workplace.

The Oracle Internet Academy assists high school and career and technical school programs prepare students for the digital opportunities of the new economy. It is a four-semester program of high-school instructional materials, which can be incorporated into the school day or taught as part of an after-school program. The software supports an online-learning environment for students and teachers and benefits the entire community.

Students' benefit -- Students have access to a challenging, project-based curriculum. By learning the latest information technology skills, they gain experience and knowledge that prepares them for college and careers. The Academy provides students with an opportunity to master skills that are in high demand in today's competitive work environment. In addition, students have the opportunity to be included in our internship recruitment database, allowing them to make connections with potential employers on local and regional levels.

Teachers' benefit - Teachers gain access to cutting-edge IT knowledge, software and curricula. Through the training and materials provided, teachers are able to significantly reduce the time and cost of courseware development.

Schools' benefit -- Schools must modernize their computer science curricula to meet the needs of today's workplace. By participating in the Internet Academy, schools can provide their students with the latest Information Technology instruction without the prohibitive investment of building a program on their own.

Pennsylvania has more than 20 academic institutions participating in this initiative.

Information Technology Workforce Development Higher Education Grant

Information Technology Workforce Development (ITWD) was a statewide, competitive funding initiative designed to enable higher education institutions to attract, retain, and graduate information technology students with the knowledge and skills that match the needs of Pennsylvania employers. Twenty-six higher education institutions received funds through this program in 2000. These funds directly serve more than 8,400 prospective and current IT students, more than 250 higher education faculty, and 2,600 Pennsylvania K-12 students and teachers. The list of project partners includes 87 businesses, 54 educational institutions, and 9 government and non-profit organizations.

ITWD funded proposals that enabled higher education institutions to implement curricular changes, resource improvements, and/or special programs that will attract, retain, and graduate information technology students with the knowledge and skills that match the needs of Pennsylvania IT employers. Proposals demonstrated an understanding of the IT employment environment in Pennsylvania, and represented sustainable efforts that show strong evidence of institutional and departmental leadership and commitment. Preference was given to proposals that strengthened relationships between Pennsylvania businesses hiring IT employees, Pennsylvania higher education institutions producing IT graduates, and Pennsylvania K-12 institutions providing primary and secondary education in science and technology.

Workplace Essential Skills

Team Pennsylvania CareerLink plans an expansion of its innovative partnership with the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, Verizon, and PBS to provide Workplace Essential Skills training in Workforce Investment Areas throughout Pennsylvania.

The original 12 "virtual classrooms" pilot programs are being extended for another year and, beginning fall 2001, additional programs will be added offering "virtual classrooms in all 23 Workforce Investment Areas in the state as well as pilots to test total access to the programs from CareerLink sites in selected areas.

Workplace Essential Skills is a multimedia system for adults that combines print, video, and online learning to improve vital workplace basic skills. The Workplace Essential Skills series helps adults develop the skills they need to locate and maintain jobs. Accompanying workbooks and online components are designed to reinforce the critical skills presented in the video and to assist learners as they apply these practices in real-life contexts.

Workplace Essential Skills was created for pre-GED (6th to 8th-grade reading level) adult learners. The tapes and workbooks also help students move toward GED-level work. Material is included to help learners design the most effective course of study. A teacher's guide accompanies the series. The first eight programs will:

- enhance the viewer's chances of finding a job and of developing short- and long-term career goals, with an emphasis on reading, writing, math, communication, and problem-solving skills, and
- enhance the viewer's chances of making a good impression, making the most of the introductory/training period on the job, and growing into and with the job.

The remaining 16 instructional programs will help learners develop basic skills in reading, writing, math, problem solving, and communication. The skills content in each program is introduced and demonstrated via scenarios drawn from four workplace contexts: construction, manufacturing, health care, and retail/service. An orientation program for participating viewers rounds out the series.

Businesses find the series helpful for current employees seeking to maintain or add to their work skills. Workers can accommodate busy work and family schedules and still pursue training utilizing the self-study student workbooks. These programs allow employees to set their own pace, whether viewing the video tapes, logging on the Internet, or a combination of both, 24 hours-a-day/seven days-a-week.

Local Team Pennsylvania CareerLink partnerships will also mobilize resources to enable customers to select from a wide variety of options tailored to their local community needs. Television broadcasts, videotapes, workbooks, public access to online Internet portions of the program and "virtual classroom" support (in selected pilot areas) are available program components.

Last October, PBS stations began broadcasting the series of 25, one-half hour episodes that focus on employment, communications, writing, reading, and math skills to improve basic job skills and opportunities. Stations participating in the project include: WHYY - Philadelphia, WQED - Pittsburgh, WITF - Harrisburg, WVIA - Pittston, WLVT - Bethlehem, WPSX University Park, WQLN - Erie, and WNJN - Trenton, NJ.

Tri-County OIC (Opportunities Industrialization Center)

Bookspan provides book club services to an international membership. The company employs 1012 workers and recently experienced a merger which changed the way business was conducted. The primary change was the company's need for additional correspondence clerks who could construct grammatically correct letters. The PA WIN funded project targeted workers who had taken an in-house assessment but had failed to meet the minimum requirements needed to move into the correspondence clerk's training. Forty-six workers successfully completed the objectives of the training. Throughout the class, students were asked to demonstrate their editing skills by completing various proofreading assignments. None of thes assignments were used as a post assessment, but rather as an ongoing way to assess students' understanding of the instructional materials. Working with this mini-grant project has allowed OIC to work more closely with Bookspan. OIC has been able to discuss additional training need that the company may have in the future. As a result of its work with the foundation skills classes, Bookspan has developed a partnership with the OIC family literacy and adult educatio programs. They have donated thousands of new books that are used in the agency's various projects. The experience with Bookspan has helped OIC to develop additional workplace trainin skills. It particularly was able to increase its knowledge of company-based assessments and how they are used to create career opportunities for incumbent workers. Also, the experience that was gained from this project has helped OIC to understand how company manuals are used, developed and ultimately revised to help entry level workers meet the standards that are set by the employer.

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Kathleen Zingaro
VP of Human Resource
Just Born, Inc.

HISTORY OF WORKFORCE INVESTMENT IN PENNSYLVANIA

1997	December	➧ Governor Ridge establishes Human Resources Investment Council (HRIC) by Executive Order 1997-7
1998	May	➧ Members of Team PA HRIC sworn
	August	➧ President Clinton signs Workforce Investment Act (WIA) into law
	October	➧ Governor Ridge designates Team Pennsylvania HRIC to serve as Pennsylvania's workforce investment board
		➧ Team PA HRIC adopts Management Plan/Committee Structure
		➧ Team PA HRIC establishes standing committees
	December	➧ Strategic Planning retreat held at Harrisburg Area Community College
	December/ January	➧ Work Teams develop recommendations for Unified Plan
1999	January	➧ Pennsylvania becomes an early implementer of the federal Workforce Investment Act (WIA)
		➧ Team PA HRIC adopts Vision Statement and Strategic Framework
		➧ Team PA HRIC approves Local Workforce Investment Board membership criteria
	March	➧ Team PA HRIC designates Local Workforce Investment Areas
		➧ Team PA HRIC holds public hearings on Unified Plan
	April	➧ Team PA HRIC submits Unified Plan and associated titles to U.S. Department of Labor (DOL)
	April/May	➧ Task Forces develop Title I Policy Paper
	June	➧ Team PA HRIC approves Employment Statistics Committee as standing committee
		➧ Statewide teleconference held on new Workforce Investment System and Unified Plan
	June/July	➧ Local Workforce Investment Board members nominated
	July	➧ Title I Policy Paper approved by U.S. DOL
	August	➧ U.S. DOL grants Team PA HRIC approval to implement Workforce Investment Act
	September	➧ Team PA HRIC adopts Youth Policy Statement for Title I
		➧ Team PA HRIC certifies Local Workforce Investment Boards
	October/ November	➧ Local WIB Training Sessions held across the State sponsored by Team PA HRIC
	November/ December	➧ Team PA HRIC approves Local transitional plans
2000	February	➧ Governor Ridge establishes Team Pennsylvania Workforce Investment Board (WIB) to replace Team PA HRIC by Executive Order 2000-2
	February/ March	➧ Local Youth Council Training Sessions held across the State sponsored by the Team PA WIB
	March/ April	➧ CareerLink Chartering Training Sessions held across the State sponsored by CareerLink Bureau and Team PA WIB
	March	➧ Team PA WIB issues Three-Year Strategic Plan Guidance
	June	➧ Workforce Education Committee renamed State Youth Council
		➧ Team PA WIB establishes Marketing & Communications Committee

	September	➧ Team PA WIB approves System Indicators ➧ Team PA WIB accepts CareerLink policy paper ➧ Team PA WIB approves State Youth Council charter
	December	➧ Chartering Committee renamed Quality Standards Committee ➧ Team PA WIB accepts Basic Re-certification of Local Boards ➧ Team PA WIB accepts Incumbent Worker Challenge Grant Request for Proposal (RFP) document
2001	January	➧ Team PA WIB convenes Pennsylvania Workforce Summit
	February	➧ Team PA WIB reviews Local WIB Strategic Plans
	May	➧ Team PA WIB approves Local Strategic Plans ➧ Team PA WIB approves Local 3 Year WIA Title I Operational Plans ➧ Team PA WIB recertifies Local Workforce Investment Boards ➧ Team PA WIB awards Incumbent Worker Challenge Grants ➧ Team PA WIB establishes Strategic Planning Committee ➧ Team PA Youth Council issues Youth Challenge Grant RFP
	August/ September	➧ Team PA WIB holds 6 regional Business-Education Summits
	September	➧ Team PA WIB accepts State Youth Council Position Paper on Business-Education Intermediary Partnerships ➧ Team PA WIB awards Youth Challenge Grants ➧ Team PA WIB Strategic Planning Committee presents preliminary Strategic Plan ➧ Team PA WIB approves process for updating Local WIB Three-Year Strategic Plans

FORWARD TO WIA TITLE I ANNUAL REPORT TABLES A-N

In January 2000, Pennsylvania implemented the Workforce Investment Act. As part of that implementation, we chose to take a new approach to both more effectively serving our customers and to gathering the data needed for federal reporting. Out of that approach came the CareerLink Operating System. Unfortunately, the development work on the new operating system did not proceed according to plan, and the ability to enter Workforce Investment Act services and outcomes did not materialize until almost two years after it was originally anticipated.

As a consequence of this delay in the creation of a viable data collection system, information on WIA could not be formally entered until the latter half of 2001. The state worked with the local Workforce Investment Areas to prioritize the entry of PY 2000 data so that a correct Title I Annual Report could be created. However, due to a misunderstanding, the data entered was for July 1, 2000 through June 30, 2001. When we discovered our error, we immediately contacted our regional ETA staff to discuss the situation. It was suggested that we run the report with the data for the period that we had. Therefore it should be noted that ALL of the tables reflect data for the period July 1, 2000 through June 30, 2001. Since wage record data was available for the quarter ending September 30, 2001, we were able to calculate retention and wage gain/replacement and credential rates for exiters from July 1, 2000 through December 31, 2000.

Pennsylvania is using AWTS' DART Annual Report programming to create its annual report. We are the first state to use this system, and as a consequence, have encountered and are still encountering programming errors that invalidate the results of some of the data. While we think we have resolved most of the major errors for the statewide numbers, the data for the local workforce investment areas are inaccurate. For this reason, we have not included Table O in this report.

The remaining problems with the statewide calculations in those performance measures with negotiated numbers (excluding special population break down) are centered on the six-month wage gain/wage replacement rate calculations. We are currently working with the AWTS to resolve this issue.

Corrective Plan of Action:

Pennsylvania is dedicated to creating quarterly and annual reports for WIA Title I programs that are both for the correct time period and that are as accurate as possible. To this end we have already initiated the following:

1. Outcomes data for the period October 1, 1999 through December 31, 1999, which is still located on the mainframe, will be migrated to the CareerLink system as soon as possible.
2. All Local Workforce Investment Areas have been instructed to enter services/outcomes data for the period of January 1, 2000 through June 30, 2000.
3. Efforts to debug and validate the DART program will continue. This is a cooperative effort between the state and AWTS. Additional methods of verification of the data will be undertaken.
4. Create the next WIA Title I Quarterly report using DART on a timely basis.

5. Once the DART programming has been corrected by AWTS, and the outcomes data from October 1, 1999 through June 30, 2000 is available, we will generate a correct WIA Title I Annual Report for Program Year 2000.

Pennsylvania and all of its local partners are extremely anxious to see a correct measurement of the results of our efforts to improve the abilities and lives of our citizens. We will make every effort to ensure that correct, valid, and complete data is available as soon as possible. Your patience and understanding are greatly appreciated.

II. Table Section

Table A – Workforce Investment Act Customer Satisfaction Results

Customer Satisfaction	Negotiated Performance Level	Actual Performance Level American Customer Satisfaction Index	Number of Customers Surveyed	Number of Customers Eligible for the Survey	Number of Customers Included in the Sample	Response Rate
Program Participants	67.00	66.70	500	16442	1020	49.00
Employers	60.00	65.00	302	6795	656	46.00

Notes:

(1) Calculations done for the Entered Employment Rate were based on exiters from July 1, 2000 through June 30, 2001.

(2) Calculations done for Retention Rate, Earnings Change/Replacement Rate, and Credential Rate were based on exiters from July 1, 2000 through December 31, 2000

Table B – Adult Program Results At-A-Glance

	Negotiated Performance Level	Actual Performance Level	
Entered Employment Rate	70.00	73.40	565 / 770
Employment Retention Rate	79.00	80.70	549 / 680
Earnings Change In Six Months	3250.00	986.56	541622.09 / 549
Employment and Credential Rate	50.00	18.50	112 / 606

Table C – Outcomes for Adult Special Populations

Reported Information	Public Assistance Recipients Receiving Intensive or Training Services		Veterans		Individuals With Disabilities		Older Individuals	
Entered Employment Rate	68.10	32 / 47	68.00	17 / 25	67.60	23 / 34	81.30	26 / 32
Employment Retention Rate	77.10	27 / 35	76.50	13 / 17	71.40	20 / 28	67.90	19 / 28
Earnings Change in Six Months	3830.61	103426.56 / 27	-5955.46	-77420.95 / 13	2377.56	47551.22 / 20	-938.94	-17839.83 / 19
Employment and Credential Rate	21.70	5 / 23	44.40	8 / 18	18.50	5 / 27	28.60	6 / 21

Notes:

(1) Calculations done for the Entered Employment Rate were based on exiters from July 1, 2000 through June 30, 2001.

(2) Calculations done for Retention Rate, Earnings Change/Replacement Rate, and Credential Rate were based on exiters from July 1, 2000 through December 31, 2000

Table D – Other Outcome Information for the Adult Program

Reported Information	Individuals Who Received Training Services		Individuals Who Received Only Core and Intensive Services	
Entered Employment Rate	71.80	361 --- 503	75.60	186 --- 246
Employment Retention Rate	81.90	367 --- 448	76.10	156 --- 205
Earnings Change in Six Months	1290.42	473582.90 --- 367	156.73	24449.92 --- 156

Notes:

(1) Calculations done for the Entered Employment Rate were based on exiters from July 1, 2000 through June 30, 2001.

(2) Calculations done for Retention Rate, Earnings Change/Replacement Rate, and Credential Rate were based on exiters from July 1, 2000 through December 31, 2000

Table E – Dislocated Worker Program Results At-A-Glance

	Negotiated Performance Level	Actual Performance Level	
Entered Employment Rate	80.00	81.60	462 / 566
Employment Retention Rate	89.00	90.70	419 / 462
Earnings Replacement in Six Months	90.00	99.00	5015068.00 / 5078911.63
Employment and Credential Rate	50.00	26.90	112 / 417

Table F– Outcomes for Dislocated Worker Special Populations

Reported Information	Veterans		Individuals With Disabilities		Older Individuals		Displaced Homemakers	
Entered Employment Rate	73.80	45 / 61	58.80	10 / 17	75.00	45 / 60	100.00	2 / 2
Employment Retention Rate	93.30	42 / 45	90.00	9 / 10	88.90	40 / 45	100.00	2 / 2
Earnings Replacement Rate	110.00	602545.65 / 547954.39	102.00	101260.23 / 98960.50	73.00	432787.04 / 594472.57	151.00	21796.20 / 14399.58
Employment and Credential Rate	21.60	8 / 37	28.60	4 / 14	20.60	7 / 34	100.00	1 / 1

Notes:

(1) Calculations done for the Entered Employment Rate were based on exiters from July 1, 2000 through June 30, 2001.

(2) Calculations done for Retention Rate, Earnings Change/Replacement Rate, and Credential Rate were based on exiters from July 1, 2000 through December 31, 2000

Table G– Other Outcome Information for the Dislocated Worker Program

Reported Information	Individuals Who Received Training Services		Individuals Who Received Only Core and Intensive Services	
Entered Employment Rate	80.30	335 / 417	85.40	117 / 137
Employment Retention Rate	89.90	301 / 335	92.30	108 / 117
Earnings Replacement Rate	102.00	3444696.51 / 3370391.18	89.00	1409593.23 / 1591848.45

Table H– Older Youth Results At-A-Glance

	Negotiated Performance Level	Actual Performance Level	
Entered Employment Rate	63.00	45.50	75 / 165
Employment Retention Rate	75.00	81.10	77 / 95
Earnings Change In Six Months	2510.00	2582.78	196291.56 / 76
Credential Rate	40.00	6.90	13 / 188

Notes:

(1) Calculations done for the Entered Employment Rate were based on exiters from July 1, 2000 through June 30, 2001.

(2) Calculations done for Retention Rate, Earnings Change/Replacement Rate, and Credential Rate were based on exiters from July 1, 2000 through December 31, 2000

Table I – Outcomes for Older Youth Special Populations

Reported Information	Public Assistance Recipients		Veterans		Individuals With Disabilities		Out-of-School Youth	
Entered Employment Rate	35.70	10 / 28	0.00	0 / 0	34.60	27 / 78	52.90	27 / 51
Employment Retention Rate	83.30	10 / 12	0.00	0 / 0	93.90	31 / 33	73.50	25 / 34
Earnings Change in Six Months	3397.23	33972.3 / 10	0.00	0 / 0	2282.62	70761.34 / 31	2398.09	57554.08 / 24
Credential Rate	3.20	1 / 31	0.00	0 / 0	1.20	1 / 85	11.70	7 / 60

Table J – Younger Youth Results At-A-Glance

	Negotiated Performance Level	Actual Performance Level	
Skill Attainment Rate	68.00	52.90	4795 / 9072
Diploma or Equivalent Attainment Rate	50.00	44.40	295 / 665
Retention Rate	45.00	52.10	123 / 236

Table K – Outcomes for Younger Youth Special Populations

Reported Information	Public Assistance Recipients		Individuals With Disabilities		Out-of-School Youth	
Skill Attainment Rate	48.10	700 / 1455	53.40	1340 / 2510	44.10	350 / 794
Diploma or Equivalent Attainment Rate	41.00	34 / 83	48.10	90 / 187	38.20	96 / 251
Retention Rate	38.50	10 / 26	52.20	36 / 69	64.90	50 / 77

Notes:

(1) Calculations done for the Entered Employment Rate were based on exiters from July 1, 2000 through June 30, 2001.

(2) Calculations done for Retention Rate, Earnings Change/Replacement Rate, and Credential Rate were based on exiters from July 1, 2000 through December 31, 2000

Table L – Other Reported Information

	12 Month Employment Retention Rate		12 Mo. Earnings Change *(Adults and Older Youth)* or 12 Mo. Earnings Replacement (Dislocated Workers)		Placements for Participants in Nontraditional Employment		Wages at Entry into Employment for Those Individuals Who Entered Unsubsidized Employment		Entry into Unsubsidized Employment Related to the Training Received of Those Who Completed Training Services	
Adults	9.60	65 --- 680	1143.4	74322 --- 65	0.00	0 --- 680	3906.4	2656316 --- 680	0.00	0 --- 448
Dislocated Workers	5.40	25 --- 462	-2101	-52517 --- 25	0.00	0 --- 462	5823.8	2690573 --- 462	0.00	0 --- 335
Older Youth	5.30	5 --- 95	3190.1	15950 --- 2	0.00	0 --- 95	1901.0	180595 --- 95	0.00	0 --- 0

Table M – Participation Levels

	Total Participants Served	Total Exiters
Adults	9788	3136
Dislocated Workers	7248	1998
Older Youth	1753	494
Younger Youth	12666	3197

Notes:

(1) Calculations done for the Entered Employment Rate were based on exiters from July 1, 2000 through June 30, 2001.

(2) Calculations done for Retention Rate, Earnings Change/Replacement Rate, and Credential Rate were based on exiters from July 1, 2000 through December 31, 2000

PROGRAM NARRATIVES

Adult Programs

Workforce Investment Act (WIA) adult program funds are used to provide employment and training services to eligible adults through Team Pennsylvania CareerLink Offices in the State's twenty-three Local Workforce Investment Areas.

Services available to adults include core services, intensive services and training services. Core services include: job search and placement assistance, including career counseling; labor market information identifying job vacancies, skills necessary for occupations in demand, and relevant employment trends in the local, regional and national economies; initial assessment of skills and needs; provision of information on available services and programs; and follow-up services to assist in job retention. Intensive services include specialized assessments, individual counseling and career planning, case management, and follow-up services. Training services include basic skills training; occupational skills training; on-the-job training; customized training; programs that combine workplace training with related instruction, which may include cooperative education programs; private sector operated training programs; skill upgrading and retraining; entrepreneurial training; employability training; and customized training conducted with a commitment by an employer to employ an individual upon successful completion of the training.

Dislocated Worker Programs

Workforce Investment Act (WIA) dislocated worker program funds are used to provide employment and training services to workers who through no fault of their own lose their jobs to mass layoffs and plant closures. These services are provided through Team Pennsylvania CareerLink Offices in the State's twenty-three Local Workforce Investment Areas.

Services available to dislocated workers include core services, intensive services and training services. Core services include: job search and placement assistance, including career counseling; labor market information identifying job vacancies, skills necessary for occupations in demand, and relevant employment trends in the local, regional and national economies; initial assessment of skills and needs; provision of information on available services and programs; and follow-up services to assist in job retention. Intensive services include specialized assessments, individual counseling and career planning, case management, and follow-up services. Training services include basic skills training; occupational skills training; on-the-job training; customized training; programs that combine workplace training with related instruction, which may include cooperative education programs; private sector operated training programs; skill upgrading and retraining; entrepreneurial training; employability training; and customized training conducted with a commitment by an employer to employ an individual upon successful completion of the training.

Youth Programs

The Commonwealth administers Workforce Investment Act (WIA) funds to provide comprehensive youth services locally designed by the State's twenty-two Local Workforce Investment Boards and their Local Youth Councils.

WIA youth program funds are used to serve in-school and out-of-school youth between the ages of 14 and 21. Local Workforce Investment Areas provide assistance to eligible youth in achieving academic and employment success through improving educational and skill competencies, providing effective connections to employers, mentoring training, supportive services, providing incentives for recognition and achievement, and providing opportunities in activities related to leadership, development, decision-making, citizenship and community service.

Table N – Cost of Program Activities

Program Activity			Total Federal Spending	
Local Adults	98		808,322	
	99		13,015,386	
	00		12,473,261	26,296,969
Local Dislocated Workers	98		205,104	
	99		3,742,735	
	00		13,881,535	17,829,374
Local Youth	98		69,831	
	99		6,231,927	
	00		17,361,760	23,663,518
Rapid Response (up to 25%) Sec134 (a) (2) (A)	98		188,919	
	99		1,315,483	
	00		1,916,333	3,420,735
Statewide Required Activities (up to 15%) Sec134 (a) (2) (B)	98		1,265,225	
	99		1,098,269	
	00		7,101,633	9,465,127
Statewide Allowable Activites Sec134 (a) (3)	Program Activity Description	Kvaerner	4,341,414	
		Merger Incentives	310,035	
		Strategic Planning Initiative	210,938	
Total of All Federal Spending Listed Above				

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